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ABSTRACT

This document presents case studies of children from five preschools of Head Start's Planned Variation Program. The case studies are designed to reflect the meaning of the preschool experience for each individual child, with emphasis on changes in self concept, concepts of the world, interpersonal interactions, and task-oriented behavior. Children were chosen as subjects through teachers' and Head Start Directors' recommendations. The studies were based on information collected in direct observations in the preschool centers; interviews with parents were also utilized. In all, case studies of 20 preschoolers are included. Each study describes the child, how Head Start has been helpful, and what else the program might do for the child. (DP)

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CASE STUDIES OF CHILDREN IN HEAD START PLANNED VARIATION, 1971-1972

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For a third year the Institute for Child Study has developed case studies of children attending Planned Variation Head Start Centers. We wish to express our appreciation to the Head Start directors, coordinators, teachers and other center personnel for their contributions of information and gracious welcomes during visitations.

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PART I. THE INTENT OF THE CASE STUDIES

The primary intent in the developing of the case studies was to reflect the flavor of the Planned Variation Head Start experience with a focus on affective and social components for individual children. Each case study attempted to reflect, within the limits of available data, changes and growth for individual children with an emphasis on self-concept, concept of the world, interpersonal interaction with peers and adults, and task oriented behavior in relation to program opportunities. Forces and factors in the total life-span of a child which affect function in the classroom were also explored.

Background of Involvement

In the fall of 1969 the Institute was invited to join in the implementation of Planned Variation in Head Start. The purpose was that of documenting the behavior of children participating in the Head Start "models." This data collection was to be developed through the use of the individual case record methodology.

The Institute has used the case study method for assisting in the education of teachers, parents and others in the helping professions for the past 25 years. The approach might be considered in the naturalistic or anthropological tradition. This method recognizes the relevance of the contextual framework and the importance of the chain of events. The case record style has been described by Prescott (1957 and Perkins (1969). The procedures are similar to those of Barker and Wright (1967).

Case studies for the initial year of Planned Variations were begun

in January. Observers from the Institute, trained in the observation and recording of behavior, visited eight Head Start Sites. Children were not randomly selected even though this was the original plan. Since we wanted to interview parents, we asked teachers and Head Start Directors to make recommendations. Observers selected from those recommended. Two or three days were spent by observers at the sites in January and later in May. The observers kept the same sites and children for both visits.

The first year experience indicated that the case record satisfactorily reflected certain aspects of a child's Head Start experience, and that most children profitted from the programs.*

The project grew in the second year. The full time staff members and five doctoral students students studied 48 children. Four children were observed in each Planned Variation model. The observations were made in the early fall, winter and late spring during 2-3 day visits. As in the earlier study, parents were interviewed, and observers stayed with the same children. Selections were made on the basis of predetermined positions on class lists.

It was decided to place greater emphasis on data organization and summarization during the second year. Case records are a rich source of information. However, preparing these data so that they can be summarized and retrieved provides an interesting challenge. A method was devised for summarizing in three areas: the child's interpersonal behavior with adults;

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*"A Study of Selected Children in Head Start." A report prepared by Dr. Laura L. Dittmann, et al., Institute for Child Study, University of Maryland. Performed under contract with the Stanford Research Institute, Menlo Park, California.

the child's interpersonal behavior with other children; the child's task-related style. Organizing frameworks were first developed for the behaviors in each of the three areas.

Among the reported findings for the second year was that children seemed to make the greatest progress in social and affective growth during early part of the Head Start year.**

Questions Asked of Case Study Data

As a result of the previous experience with case studies of Head Start children, several modifications were made for the 1971-1972 studies. The major change was the formulation of a series of questions to be answered on the basis of observer judgment and analysis of the data. These questions were:***

1. How does the child see and feel about himself and the world he is experiencing? (Concept of Self, Concept of World?)
2. How does the world - his parents, his teachers and his classmates - see and feel about the child?
3. What developmental tasks does this child appear to be working on?
4. What seems to be the child's style as he works on these tasks?
5. What adjustment problems does this child seem to face which make it difficult for him to accomplish his developmental tasks and meet the program's expectations and demands?

**"Case Studies of Children in Head Start Planned Variations, 1970-1971." A report prepared by Dr. Gary McDaniels, et al., Institute for Child Study, University of Maryland. Performed under contract with Stanford Research Institute, Menlo Park, California.

*** Questions adapted from Daniel A. Prescott, The Child in the Educative Process, Chapter 13. McGraw-Hill Book Company, New York, 1957.

6. What seems to be the child's assets in terms of experience background, personal relationships, interests, aptitudes and skills?

7. What has Head Start done to help this child accomplish his developmental tasks and develop a positive concept of self and of the world?

8. What more might have been done to help this particular child accomplish his developmental tasks and develop positive concepts of himself and of his world?

Data Collection and Analysis

Selection of centers.

Five different Head Start Planned Variation sites were selected on the basis of being considered well implemented in terms of program objectives of each sponsor. Two visits were made to each site. The initial visits were in late January and early February, with the final visits made in May. Two to three days were spent during each visit in observation and data collection.

Selection of subjects.

One boy and one girl was selected in each of two classrooms at each site. The first boy and first girl on the classroom alphabetical roster to have completed the SRI Supplementary Test Battery were arbitrarily selected. This method did not necessarily provide representative children for a center. At one site, the two girls were considered to be having difficulty in making progress while the two boys were among the most successful. At another center the racial proportions were reversed. Local Head Start Directors were asked to select the two classrooms at each site.

Case record data.

Visits were made by two person teams. Since two classrooms were observed at each site, the observers alternated classroom observations.

Each team attempted to obtain the following information.

1. A brief general description of the community and site.

2. Information on individual children including a general physical description, age, sex, and impressions of child by classroom teacher and aides. Whenever possible information relating to the child from parent interviews was collected.

3. Anecdotes of child's behavior observed during the program day. Observations were made from the time the student arrived in the classroom until he left at the end of the program day. Observations focused on the child's behavior within the context of the classroom program, resources and interactions with adults and classmates. Attention was given to "mood cues", descriptive words which reflect the affective component of behavior.

Analysis of data.

From the anecdotes of each child's behavior the observer teams derived patterns of repeated behavior for each subject. A repeated pattern was defined as behavior observed at least twice in the context of program situations. These repeated patterns of behavior derived from direct observation plus other information from the case record were used by the observer teams to arrive at tentative answers to the organizing questions. The repeated patterns and tentative answers to the questions constituted a visit summary. The final case study summaries were based on the visit summaries and reported with a focus on changes and growth in the course of the Head Start experience. The primary objective of the case studies was to reflect the flavor of the Head Start experience for individual children and the forces influencing their growth and development. With this purpose in mind, some identifying information has been disguised or deleted and persons have been given pseudonyms in the final summaries.

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PART II: CASE STUDIES

PORT SHAD

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PORT SHAD CENTER

Port Shad is a resort community reknown for the excellent fishing in the Gulf of Mexico. The resort season is during the summer months so that winter brings an increase in unemployment. There are several military bases around the area, contributing to the economy. Many of the parents of Head Start children are employed on the military bases or by resort hotels and motels.

Three Head Start classes are held in the Child Development Center, which is next door to the Community Center. The Child Development Center is an old, one-story, frame building. Each classroom has one teacher and one aide. There are seventeen children in each of the classrooms where the observations were made and there are nineteen children in the third classroom. The Child Development Center has a kitchen and a cook.

The three classrooms have their own entrances. All of the rooms have a great deal of light from the three windows on one side of the room and a window near the door. The floors are carpeted with worn blue and green dotted rugs. One wall has hooks for coats. Red and blue plastic mats are piled in a corner for resting time. Three shelves hold all the toys and books. There are two tables, one clock, and a separate bathroom. The bulletin board has all of the childrens' names and their symbols.

The outdoors playground has a fenced in sandy plot with three tires, four large sections of pipe, and a slide. The remainder of the playground, outside the fence, has tall pine trees, four see-saws, a swing set and a black-top with bleachers.

Low income housing is across the street from the Center.

The classroom schedule is as follows:

8:00--9:00	Breakfast & Brushing Teeth
9:00--9:15	Planning Time
9:15--9:45	Work Time
9:45--10:00	Cleaning and Evaluation
10:00--10:15	Group Time
10:15--10:45	Activity Time
10:45--11:00	Preparation for Lunch
11:00--12:00	Lunch Time
12:00--12:15	Break
12:15--12:45	Circle Time
12:45--2:00	Nap, Snack, Dismissal

In addition to some large group activities, smaller group work with the teachers and aides on the development of cognitive skills and concepts. The program also provides for parent participation through group meetings and parent-teacher interaction designed to help parents work with their children in the home on the desired skills and concepts.

THE CASE OF BRYAN

Birthdate: March 30, 1967

Bryan is one of the tallest children in his group. He is well built and wears playclothing appropriate for the warm weather. His gross motor coordination is good.

> Bryan is playing baseball with a small group of children. He is standing at the plate and holding the bat firmly with his left hand. He takes the first pitch. On the second pitch, Bryan hits the ball. He runs to all of the bases. When he gets to home plate, one of the children yells, "Bryan hit a home run." Bryan smiles and sits on the grass.

In addition to his ability to perform physical activities well, Bryan finds his actions satisfying

> The children were following the directions of a song telling them to touch various parts of their bodies. After touching their bodies the children danced. Bryan used his entire body in the dance. His movements were graceful and he seemed to enjoy every minute of the activity.

Concept of self and world

Bryan appears to be dependent upon adults for acceptance and praise. He quickly conforms to their expectations.

> There is a short delay in getting lunch. Many of the children are playing and talking at the table. The teacher is busy setting the table and helping the cook. She announces that "lunch is almost ready." She asks the children to "sit quietly for a few minutes." Several of the children continue to amuse themselves, talking and laughing. Bryan places his head on the table.

Bryan appears to find comfort in interacting with a peer on a one-to-one basis; however, group interaction is more difficult.

> Bryan and his partner are the last two in line for walking to the auditorium, they sing and dance their way over chirping, "we gonna be a caboose." Bryan plays with a straw in his mouth.

In large groups, Bryan's interaction with his peers is often characterized by "striking out" behavior:

The children are lining up to go on stage. Bryan turns around and punches the boy behind him 3 times because he touched his leg and pulled on his shorts. During the puppy song Bryan stares vacantly at the audience and makes the motions absently. During the puppet song he stares at the floor, singing the words and moving stiffly.

Later, when the children were on the playground:

Bryan takes another child s swing away from him. The child tells the teacher what Bryan has done. Bryan hits the child for reporting to the teacher. The teacher intervenes and tells Bryan that he must give the swing back and wait for his turn. Bryan gives up the swing without hesitation.

In dealing with his peers, Bryan gives the impression that he is self-centered and views the world in relation to what it can do for him.

How others view Bryan

Adults and children accept Bryan. His teacher feels that he responds positively to the program and often offers to help the teacher.

Before the teacher completes the story, Bryan runs to get the mats and places them on the floor. He asks, "Can I put out the mats?" The teacher says, "We have not finished the story, Bryan. We can get the mats after the story." Bryan says, "I've already gotten some from the cubboard." The teacher replies, "Please do not get the mats until we have finished the story." "O.K." remarks Bryan as he returns to the group.

As an indication of the teacher's respect for Bryan, she commented that, although Bryan may punch the children a great deal, he is "totally honest and will always tell what he did."

He can always find someone with whom to play. The children like him and frequently select him for play.

The children are in a circle on the playground for an organized game of "Little Sally Walker ". One of the boys in the center of the circle chooses Bryan to have the next turn.

The boys, in particular, view him as a person with whom they can have fun.

The boys are talking quietly at their table about who it would be fun to be partners with and several express interest in having Bryan. Bryan gets up from the table to do a little dance but the teacher directs him to sit down again. She leads the group in singing "open them/shut them" and he teasingly puts his fingers in his mouth. The boys laugh.

His mother sees him in a positive way and notes his developmental progress with considerable pride.

Developmental tasks

Bryan appears to be looking for aspects of the program that are challenging to him. Occasionally he gives the impression that he is bored or uninvolved.

> The children are onstage in the auditorium practicing their performance for "graduation." Bryan only mouths the words to the songs as the record is played. He appears bored and only partially involved. Between records he yawns and stretches, rubbing his eyes and scratching his hair. On the "little puppet" song his movements are controlled and tight showing little interest. The only song that fires him is "now let's dance" during which he snaps his fingers, shifts from foot to foot rhythmically and rotates his arms in conjunction with his dance.

Perhaps his boredom is a result of having mastered some of the expectations of the program. The following anecdote illustrates his mastery of certain expected social behavior.

> When Mrs. G. set Bryan's table she placed the spoon on the left side. "Teacher," called Bryan, "look how you put my spoon." Mrs. G. laughed and said, "Thank you Bryan, I'm sorry about that. I had better be careful." She placed the spoon on the right side for Bryan. "Is that better?" she asked. Bryan grinned and said, "That's much better."

Interaction with agemates is not easy for Bryan. He is uncertain as to whether the children will take advantage of him, consequently he initiates physical aggressive action.

Bryan's style

Bryan pushes himself forward, risking peer rejection and the return of physical assaults. Because of his aggression, he is often corrected or stopped by teachers. However, he has no difficulty with authority figures and changes his behavior immediately without apparent resentment.

Adjustment problems

Bryan's behavior indicates much disinterest and half-hearted participation in the activities of the program.

> The teacher is reading a story to the group. Many of the children are sitting around her. Bryan is kneeling behind another child. When the teacher shows various pictures to the group, Bryan moves forward to see them and returns to his position after viewing each picture. Music can be heard from the room next door. Bryan, although looking at the teacher and the picture, moves his body to the beat of the music.

The teacher, although acknowledging Bryan's competence, does not provide more opportunities for expansion.

> The rest period is over. Several of the children have gone home. Bryan has put away his mat and is sitting on the floor working in his work book. He is completing a face that is supposed to depict a feeling. The teacher asks, "What kind of face is that Bryan?" Bryan, looking at the teacher, responds, "A sad face." "That is right Bryan. You draw well." Bryan, smiling says, "Thank you." He continues to work in his book.

Assets

Bryan is a tall, attractive boy who is liked by his peers. He is always included in group activities. His "academic work" is more advanced that the other children in his group. He draws well and is able to match shapes. He utilizes his intellectual ability well.

> It is "Circle Time" and all the children are sitting in a circle. Bryan has volunteered to tell the story, "Detective Arthur on the Scent." Bryan stands in the center of the circle, holding the book and telling the story. He shows the pictures and allows the children an opportunity to smell the various pictures that are scented. He tells the story reasonably well, the children applaud and the teacher thanks him for telling the story. Bryan walks back to his chair, sits and smiles.

How has Head Start helped?

His mother feels that Head Start has provided Bryan with many helpful experiences. She feels that he has become more responsive to children and adults. In the main, Head Start has given Bryan an environment in which he can explore his feelings and responses to other children. When he becomes too aggressive or disruptive, the teacher intervenes. Their intervention gives him the opportunity to learn self-control within the limits of behavioral expectations.

What more might Head Start do?

The evidence seems to indicate that Bryan needs a more stimulating program. Perhaps the use of more creative endeavors would reduce his feelings of boredom.

THE CASE OF CAROLYN

Birthdate: September 17, 1967.

Carolyn, the youngest of eight children, is unusually small and thin when compared with the other children in the class. She has very short hair which is combed into several very small braids. Her eyes are perhaps one of her most distinguishing characteristics. They appear to have a "distant look " similar to the way one looks when the pupils are almost completely dilated. They have a constant dull shine. She has a high energy output which has been described as a kind of "quick, birdlike, frenetic energy."

When participating in group activity, her body movements are slower than the other children.

> The children were practicing for a Head Start program in the auditorium. Carolyn's group was on stage. Carolyn, standing on the front row, listened to the music and performed the exercises as directed. Her body movements were much slower than those of the other children. The teacher took Carolyn's hand and accompanied her to the back row. Carolyn observed the movements of the children in the front row and imitated their movements. She continued to perform the exercises slowly.

> Frequently, Carolyn is the last child to perform an activity.

> Carolyn's group was leaving the stage. The teacher announced, "It is time for us to sit down and watch the other groups. Let's be very quiet." Many of the children ran to their chairs, however Carolyn walked slowly. All of the children were seated when Carolyn reached her chair.

Carolyn and her seven siblings live with their mother in new public housing. Furnishings for the house are essentially nonexistent and living conditions are extremely poor. Carolyn's mother is unemployed.

Concept of self and world

To Carolyn the world is not responsive to her needs. It has not provided her with a warm, and comfortable home environment. It has given her too little of everything - food, clothing, warmth, affection, and acceptance.

Her mother feels that Carolyn's ability to "learn" is enhanced by the use of the strap. Carolyn's fear of her mother's strap is obvious:

> When Carolyn saw that her mother had come to take her home, she ran to her. Carolyn's mother raised her hand in order to brush Carolyn's hair away from her face. Seeing her mother's raised hand Carolyn flinched.

Carolyn is fearful that her world is unreliable. In order to remain in touch with it, she holds her body tightly, as if this action insures that her contact with the world is maintained.

> The children were outside on the playground. Carolyn waited in line to go down the slide. When her turn came, Carolyn climbed the ladder to the top of the slide. At the top, she closed her eyes, folded her arms, and came down fast. Carolyn had not waited for the children at the bottom of the slide to clear away, so she ended up kicking two girls as she landed.

There is some question as to how she views her physical self in relation to others. Frequently, she allows the children to push her around:

> Carolyn played on the seesaw by herself. After several minutes, she walked to the swings. She started to push a girl who was swinging. Another girl walked up and pushed Carolyn away. Carolyn stood about twenty feet away from the swing and watched the other children.

However, her behavior is different when the interaction involves a personal possession:

> The children formed a circle in the center of the room. The teacher was reading a story to the children. Carolyn was sitting near her. Carolyn watched the teacher and looked at the pictures in the book. One of the girls pulled Carolyn's dress. Carolyn glared at the girl and said emphatically, "Cool it!" The girl quickly removed her hands from Carolyn's dress.

Carolyn views the teacher as someone who likes and helps children.

> Several boys left the big blue tall on the ground and ran off to play. Carolyn found the ball. She walked toward the teacher. Carolyn stopped and threw the ball to the teacher. The teacher and Carolyn threw the blue ball back and forth for several minutes. When the teacher saw another child alone over near the seesaw, she took Carolyn's hand and walked in that direction. The other child got on the seesaw. The teacher lifted Carolyn on the other end. Then the teacher helped the children go up and down. Carolyn held on to the bar in front of her. She smiled and smiled.

How others view Carolyn

In the teacher's view, Carolyn is not as "outgoing" as most of the children at the Center. She feels, however, that Carolyn is responding positively to the teacher's encouragement. New experiences continue to be problematic in light of Carolyn's rather restricted world.

> Carolyn is rejected by her peers. The children were playing a game. Carolyn took her turn and returned to the bleachers. She stretched out next to one of the girls. The girl smacked Carolyn. Carolyn moved away. She removed her red sweater. A few minutes later, Carolyn put the sweater on and watched the children play.

The following situation is rather typical:

The children are directed to choose partners for going to the auditorium. When Carolyn chooses a girl, the girl folds her arms and resists. Carolyn selects another girl and is rebuffed again until the teacher intervens in Carolyn's behalf.

Peers view Carolyn as a fearful child.

The children are eating lunch. The teacher offers Carolyn a piece of cake which she refuses. One of the children said, "Oh, Carolyn is scared of everything.

Her mother sees her as a child who needs to be protected from hostile elements in the world. She justifies this feeling by pointing out Carolyn's size and her inability to defend her self in a physical way.

Developmental Tasks

Carolyn tried to experience success in regard to the expectations of school.

The teacher was working with a group of children, helping them to learn their colors. The teacher said, "Carolyn, go over to the shelf and get a blue toy!" Carolyn walked over to the shelf, stared for a second, and picked up a yellow plane. She returned to the table. The teacher sent her back to get something blue. This time, Carolyn picked up an orange boat. A third time, the teacher sent Carolyn back to get something blue. Carolyn returned with a yellow crayon. At this point, the teacher gave Carolyn a piece of blue puzzle to help her find something blue. Carolyn put the puzzle in her mouth. Another girl was sent with Carolyn to help her find something blue. The girl handed Carolyn a blue ball. The teacher yelled from across the room, "What color is the ball, Carolyn?" Carolyn answered, "Blue!" Carolyn bounced the ball and then put it back on the shelf. She returned to the table.

She appears to be adjusting to the demands of an environment different from her home. She eats as if she is unaccustomed to handling knives and forks.

Carolyn begins to eat lunch. She spears her whole meatball with her fork and picks it up to take bites from it. She eats potatoes by taking smaller bites from the huge mass on her fork. She eats lima beans with her fork, but switches to using her fingers. She is awkward, but eats swiftly and with pleasure. One one occasion, she pulls at my hand insistently and points to the serving dish to indicate that she wants more potatoes.

She continues to search for ways in which she can gain peer acceptance. Frequent episodes of peer rejection do not impede her efforts to find appropriate ways for peer interaction.

Carolyn's style

Her approach is often indirect and nonverbal. When her attempts to obtain a certain goal are thwarted, she accepts temporary defeat. Usually she withdraws if peers demand it, but she tries again after a short waiting period. She continues to rely upon adults for affectional and emotional support.

Adjustment problems

Perhaps, one of Carolyn's most serious problems is her family situation. The life style of the family is one of extreme poverty. Her mother finds it difficult to "think ahead" because of the existing demands of survival - providing for herself and the eight children. The effects of their poverty may have influenced the interpersonal relations of the family.

Carolyn has difficulty in making some of her desires known and getting some of the help she needs. Although she can verbalize, this is not her primary method of communication.

She is very aware of the reactions of others in her environment. When Carolyn feels extremely inadequate, she sucks her thumb and withdraws from the situation.

Assets

Carolyn appears to have a strong sense of survival. Although she gives the impression of being vulnerable and weak, she seeks help from the teacher when her real interests are threatened.

She appears to have the ability to try again after a short period of withdrawal. When she is faced with rejection or denial, her pattern of retreat and try again serves her well. As a result, she does not become too frustrated in her attempt to meet her goal.

She has good large muscle coordination. She is skillful in running, climbing, dancing and exercising.

How has Head Start helped?

Carolyn's growth is described as "tremendous." Her mother feels that Head Start has helped Carolyn in many ways. Although Carolyn's questioning behavior at home annoys her mother, she indicated that this curiosity was a "good sign."

Head Start has provided Carolyn with social experiences not readily available to her. The teacher noted that Carolyn changed from an extremely fearful and uninvolved child to one who, although with some reluctance, attempts to engage in most of the activities at Head Start.

She has established good relations with the teachers. She continues to exhibit more positive emotions.

What more might Head Start do?

The relationships that Carolyn has made with the teachers are essential. Perhaps the teacher could assist Carolyn in gaining peer acceptance by providing more opportunities for development of "friendly" relations. Carolyn is the recipient of considerable abuse by her agemates.

THE CASE OF CARL

Birthdate: March 24, 1967

Carl is the youngest in a family of three children. Although he is of average height, he is slightly overweight. His mother reports that "sometimes he eats a lot; sometimes he don't." During one of the Head Start visits, the following observation was made.

> When lunch was served, Carl began to eat without hestitation. Although he ate slowly, his lunch consisted of mashed potatoes, lima beans, two rolls, two servings of meatballs, three pieces of cake, and a carton of milk.
>
> During lunch Carl did not engage in much conversation. He responded to direct questions and requests. He used his fork for eating, however, on several occasions he used his fingers. Frequently, he forced large amounts of food into his mouth - sometimes spilling some of the food but never indicating any concern about the spillage.

Carl, his brother (age five), and sister (age six), live with their mother who is in her early twenties. The father does not live with the family and the mother works. Carl, reportedly, gets along well with his brother and sister "sometimes." This is understandable considering the closeness of the children in age, the mother's vast responsibilities and the children's need for their mother's attention. Although Carl's mother works, she is reported to be a very good housekeeper.

Carl was born prematurely and weighed less than four pounds. As a result of the prematurity, Carl remained in the hospital for one week. The health history has been uneventful. Carl has no physical disease or disability.

Concept of self and the world

In relating to his peers, Carl appears to see himself as an onlooker. Frequently when he abandons this role and attempts to become involved in an ongoing activity he encounters rejection by his peers.

> Carl crawled over to where a boy was building a road with blocks. Carl crawled on top of the blocks. The boy yelled, "Get off that!" Carl got off. He found a truck and put the unused blocks into it. He pushed the truck and made "truck-like" sounds.
>
> Later, Carl sneaked a couple of blocks into his truck. The boy saw him, grabbed Carl from behind and said, "Hey man. Give me those!" Carl gave up the blocks and started to push his truck again.

Carl views himself as competent in the use of his large muscles. He is able to put on his coat and climb with considerable agility.

On the playground, Carl ran over to the teacher and said, "I climbed all the way to the top of the pole and flyed down!" She answered, "Let me see you fly!" Carl flapped his arms and ran back to the pole. As he climbed the pole two boys and two girls watched. When he reached the top of the pole they threw pine cones at him. Carl slid down the pole.

Although Carl is experiencing some difficulties in his relationships with his peers it has not interfered with his ability to pursue and complete tasks that are meaningful to him.

The teacher asked, "Where would you like to work today?" Carl answered, "In block corner!" He moved to the block corner with four boys and one girl. First Carl played with a red fire truck. Then he put on a fireman's hat and a pair of sunglassed. One of the lenses fell out of the glasses so he removed them. For several minutes Carl tried to fit the lense in the frame. He finally succeeded and put the glasses back on...

Carl feels that his teachers are helpful persons who can be counted on to provide food, protection and support.

During rest period the children lay on the floor wiggling and squirming. Carl was the last to lie down. He situated himself next to the teacher. The teacher noticing Reggie's shoe laces were undone tied them for him.

Later, the teacher asked, "Who's going to help with the dust pan as I sweep?" Carl and another boy gave up their playing and went over to help the teacher. They held the dust pan as the teacher swept.

How others view Carl

Carl's mother sees him as a lovable child who is interested in school and school activities.

His teacher views him as a child who is capable of learning but who is presently performing at a rather low level. In her view, Carl requires a considerable amount of adult attention. Although he is seen as a rather demanding child, the teacher emphasized, with considerable delight, the changes that she has observed in Carl's behavior. At the beginning of the Head Start experience, Carl's speech was considered barely understandable. However, at this time his speech is viewed as greatly improved.

Developmental Tasks

The development of Carl's large muscle control is enhanced by his use of the Center play equipment. He continues to be gratified by his physical accomplishments. Frequently he seeks recognition and praise from the teacher for his successes in this area.

Carl is relentlessly attempting to develop the ability to interact with his peers. Frequently when he experiences difficutly in these relations he responds by striking out or withdrawing from the situation. He interacts relatively well with one child or very small groups of children.

Carl's style

In his style of approach Carl is direct and physical. Although he does verbalize some of his needs he reinforces the request with physical strength.

> During lunch Carl eats quietly and intently. When his serving of macaroni and cheese is gone and the main serving dish is empty he declares, "I'm going over and get some more." He competes aggressively for second helpings saying, "move that fork girl!" He stabs at the plate with his fork until extra food is found.

Adjustment Problems

Carl's most apparent problem is his need to possess objects and food. This possessiveness interferes with his interactions and ability to share with other children. Perhaps this is due, at least in part, to his having to share his mother's attention and affection with his siblings who are one and two years older than Carl.

This need for more secure relations may be a factor in his slow speech development and his inability to participate fully in all aspects of the Head Start program.

Assets

Carl is very much "at home" when it comes to quiet school type activities. He is interested in books and wishes to learn to write. His mother is interested in Carl's progress and he attends Head Start regularly.

How has Head Start helped?

His mother feels that there has been a big change in Carl since he started Head Start. However, she finds it difficult to explain this change. Perhaps it is due to the emotional climate of Head Start. At Head Start, Carl is given considerable individual attention and frequent praise for his efforts. His successful completion of tasks serves as a basis for attempting more tasks.

What more might Head Start do?

Some adult assistance should be given in order to aid Carl in relating to his agemates. Perhaps adult assistance and/or intervention could prevent some of the humiliation and frustration that Carl experiences in his relationships with peers.

THE CASE OF CONNIE

Birthdate: May 13, 1967

Connie is a very attractive, slightly chubby girl who is dressed in brightly colored clothing. Her hair is neatly brushed and braided in two large pigtails. Connie appears to have a high level of energy and enjoys physical activity.

> The children were practising for graduation from Head Start. Connie's group was on stage. In the execution of one of the numbers, the children were commanded in song to perform many body movements - winking the eyes, jumping, raising and lowering the arms, etc. Connie would anticipate the command and would be in the act of performing when the command was given. . . Throughout the performance, Connie exhibited a considerable amount of hip swinging. Often, she threw her entire body into the dance. She seemed to find dancing a tremendously satisfying experience.

Connie is the second of four girls. Connie's mother feels that there is quite a lot of sibling rivalry. The children just "don't get along too good." Connie, who reportedly talked late and stuttered, continues to stutter occasionally. Although Connie was "hard" to toilet train, she was "completely trained about one year of age."

Connie's health has been good. During the year, she had an eye condition which was treated. Her appetite is good, however, "she eats too much." She goes to sleep at "midnight" and sleeps well.

Concept of self and world

Connie sees herself as capable of making choices that provide personal satisfaction. An excerpt from the record illustrates this ability:

> When the teacher let the children choose their own activities, Connie chose to play "dress-up" with two other girls. She put on black high-heels and one big pearl and rhinestone earring. Then she turned and smiled at the teacher. Almost falling down, she scuffed over to where several children were playing with pinwheels. She watched for several records and then moved back to the "dress-up" corner. Connie and another girl went through the jewelry box, picking up each piece of jewelry. They giggled and laughed, and said, "Oh, look at this! Look at this!"

Connie enjoys assuming leadership responsibilities.

> The children had finished singing a song in the circle when the teacher announced that it was time to go to the auditorium. The teacher told Connie that she could be the leader today. Connie rapidly walked to the front of the line. As the leader, she walked with her head high, occasionally glancing and smiling at her peers... When the children

reached the auditorium, Connie directed them to their chairs. Then, she sat in the front row. After the children were seated, the teacher told Connie that she had done well. Connie smiled and looked down at her sandals.

Connie feels good about her physical attributes.

The children are preparing for lunch. Several of the children are washing their hands. Music can be heard from one of the classrooms. Connie, having washed her hands, stands before the mirror. She looks at her image, smiles, strokes her hair, places her hands on her hips and rolls her hips. When the music stops, she looks in the mirror then walks away.

Connie views her agemates as a source of support.

During free play outdoors, Connie was being chased by a girl. Three girls playing together saw the chase. One of the girls said, "Let's go and help Connie beat that girl." The girls raced to Connie and asked whether she needed their help. Connie told them that she was playing. The girls joined in the play.

An area where Connie appears to experience some confusion is in relation to her siblings.

Several of the children were talking about their plans for the summer. Connie informed the group that she planned to go to the beach with her mother, sisters and brothers. When the observer asked how many sisters she had in her family, she appeared confused. She frequently changed the number of brothers from one to none, and the number of sisters from three to two. (Connie is the second of four girls.)

How others view Connie

Connie appears to be well accepted by the teachers and children. The teachers view her as being capable of assuming responsibility in the classroom and on the playground. She is, also, viewed as a shy child who needs a lot of praise. Her friends see her as someone with whom they can have fun.

Connie's mother describes her as a "normal kid with a normal life." She feels that Connie benefits from educational experiences such as Head Start.

Developmental Tasks

Connie is learning various aspects of "appropriate" sex role behavior. She is primarily concerned with bodily movements related to sexual attractiveness. Her dancing, hip rotating and "mirror watching" are self-conscious behaviors which she exhibits frequently. Having an audience for these behaviors is a source of immense gratification. She responds readily to the request of "do it again, Connie."

Sexual modesty is of some concern to her. The following observation emphasizes this concern.

> Following lunch, the teacher said, "All the girls can use the bathroom now!" Connie got up and ran to the bathroom with the other girls. Once the girls got inside the bathroom, Connie noticed the door was still open. She said "Close that door or someone can see us." The door was closed.

Connie continues to work on social relations with agemates. In interacting with girls, she is cooperative. However, her interactions with boys are frequently "less than cooperative."

> One of the boys was playing with a ball and bat. Connie, sitting on a tire close to him said, "You had better not hit me! I mean it! Just hit me! Just hit me! The boy glared at her and she walked away.

Connie's style

Connie has a strong sense of what she wants to do and how to proceed. She is direct and can concentrate on an activity of her interest for a considerable period of time. When dancing, one of her interests, is interrupted by the teacher's request for Connie's participation in a group activity, Connie is able to comply. She does continue her dancing as soon as, and whenever possible.

Adjustment Problems

Connie appears to experience some problems regarding her position in the family. This difficulty is evidenced in sibling rivalry. Although she may have to vie with her sisters for parental affection, competition does not seem to be Connie's way of life. She relates to the teachers and agemates without difficulty. Perhaps wanting to be a leader at Head Start is her way of handling the need for affection. However, this does not appear to be a compelling need.

Assets

Her parents are one of her greatest assets. Her mother is described as a very caring mother. She has expressed the hope that the children "will get an education" which she feels is necessary if they are to succeed in life. She is very active in the Head Start parent program.

She appears to be in good health and able to participate in all of the Center's activities. She coordinates large and small muscles well.

She is intellectually able to perform the tasks that are expected and she is liked by her peers.

How has Head Start helped?

Head Start has provided a new vista for Connie. Her mother feels that there has been a "big change in her since Head Start began." She has

learned how to act, play with other children and participate in activities. "At home she talks about Head Start all the time."

This experience has provided her with a source of approval and affection outside of the family. The children seem to enjoy being with her and continually seek her out in cooperative play.

Connie appears to enjoy all of the opportunities that Head Start provides. She is given considerable freedom to select activities of her choice.

What more might Head Start do?

Although Connie has developed tremendously, there appears to be little adult-child interaction that allows the child an opportunity to raise questions regarding concepts. Much of the conversation is superficial rather than pertinent to the child's needs.

KEYSTONE CENTER

Teams:

David Kyle
Richard Matteson
Albert Gardner
George Linn

KEYSTONE CENTER

Keystone is an Eastern city of about 12,000 surrounded by hills covered by lush forests. The economy is based on light industry with some income from agriculture activities in the outlying valleys. Two federal highways intersect at Keystone and some residents commute twenty miles to a larger city where employment in heavier manufacturing is available.

The Center is housed in a tall 1890 brick, two-story building in need of painting. There are seven concrete steps to the first door with eight inch risers. There are new doors with the handles thirty-nine to forty inches from the floor; the interior floors are wood; the stairing to the second floor, where the Head Start rooms are, has seventeen well-worn steps with six inch risers to the landing where pictures of student work is displayed at childrens' eye level. Lunch is served on the first floor and in the basement is a large playroom equipped with climbing equipment, tricycles, wagons and skate boards. There is no outside play area available. In the course of the day several trips up and down the three flights of stairs are required. One gets the feeling of hectic business in the office where secretaries, directors, and teachers have spaces. The atmosphere is friendly and efficient.

The classrooms are staffed by the teacher, an aide and usually a parent who is a participant in the parent educational program carried on by the Center. The rooms are rather large (about twenty by thirty) and divided into various activity centers. There is a play-house corner, a shelf of work boxes, a space for play tools including pipes and couplings and an aquarium. The walls are decorated with pictures and childrens' art work.

The program is designed to promote growth of basic cognitive processes such as categorizing, differentiating, abstracting and inferring by providing sequenced and structured explorative activities. At Keystone teachers employ a high degree of verbal reinforcement for appropriate academic effort and social behavior.

THE CASE OF BRUCE T.

Birthdate: August 24, 1967

Bruce, when compared with the other children in the classroom, is of slight physical appearance. He is one of the shortest children and thin. He has a shock of light brown hair and sparkling eyes. His dress is usually neat.

Bruce lives with his mother and his younger sister, aged three, in the second story of an older converted house several blocks from the center. While the general neighborhood was falling into disrepair, the upstairs apartment was neat though modestly furnished. In February Bruce's father had not been in the home for several months. His absence was unexplained, although it was definitely stated that he was expected "to be back soon." Bruce's mother indicated she and the two children had frequent contact with relatives on both sides of the family. "Bruce has been at his grandparents and has lots of cousins to play with."

In May Bruce's father had not returned, but "there was a man in the house," according to program personnel and site observer.

In the classroom his behavior seems to indicate a confidence and in interest in his activities and the surroundings. His personal rate of pacing frequently seemed to be behind the scheduled activities posted for the day, but did not cause him to be seen negatively by others. From the February visit:

> Bruce arrived this morning after the class had returned from the field trip to the library. His mother brought him, since the family had overslept. This one-step-behind seems to be the order of the day. While hanging up his coat Mrs. B. instructed the group to return their work boxes to their files. Half the children had returned their boxes while Bruce was just getting his out. He ambled to a table and dumping out the puzzle pieces, started on his task. Most of the children were getting settled around the teacher for story reading. The story began, Bruce worked at his task looking at the group occasionally. Midway through the story he finished his task, returned it to his file and sauntered to the edge of the story group.

In May, another observer notes:

> Mrs. [illegible] "[illegible] Wash hands, Wash hands.". . . Bruce just moves his chair [illegible] degrees and continues sitting.
>
> Aide [illegible] if Bruce washed his hands. Bruce raises his hands to show them. [illegible]ce is served first. (Bruce did not go to wash hands like the [illegible] of the children; he was only one sitting.) He reaches out his ha[illegible] for the food again, but draws his hand back. Other children are [illegible]ing to the table and being served by the aide.

9:30 - Some children are finished eating and are brushing teeth. Bruce is still eating slowly. Soon only Bruce and a girl one down from Bruce are still left at table. He swings around and puts his feet on bottom rung of her chair. They talk quietly as they eat. Aide walks by, puts her hand on Bruce's head. Girl leaves to brush teeth. Bruce continues to eat (only one at any of the tables). He reaches across and picks up cracker from across the table.

Children are coming back to Bruce's table with project materials. He has not moved. Aide is to work with table, brings sticky paper for all. Bruce turns to Michael, "These papers are sticky."

Bruce's mother reported what she considered to be normal development through infancy and early childhood. "He was talking and walking right after his first birthday. He never has much to say, but he knows a lot." On entering Head Start a physical examination revealed an ear infection, heart murmur and low hemoglobin. A later examination by the family physician indicated no heart murmur.

Concept of self and world

Overall, Bruce behaves as though he felt both secure and competent in his world. He sees himself as valued by adults for what he is and is not under compulsion to reassure himself of his value by seeking addult reassurance. His orientation, if verbalized might be, "Adults are O. K. I can take 'em or leave 'em. They're nothing to be scared of. Mostly they treat me right." While Bruce's concept of self in relation to adults and his own performance did not exhibit much change between February and May, he appears to view adults as an increasing source of pleasure and interest. In February:

Bruce entered the room. Mrs. B., his teacher, said, "Hi, Bruce. How are you?" Bruce looked at her with no change in expression. "How about hanging up your coat?" Bruce responds with a slight smile and complies with the request.

At no time during the February visit did Bruce approach the classroom observers:

In May:

Bruce entered the classroom at 9:05, was greeted by the teacher eliciting a smile from Bruce. He went to the activity shelf, selected a tray of pegboard materials, sat down at a nearby table and began taking the materials from the tray. Bruce, while humming to himself, placed three or four pegs in the board. He spent the next several seconds pushing his tray against a tray being pushed by another boy at the table.

Later the observer reported:

The teacher was changing her shoes, putting on a pair of sneakers. Bruce was watching and asked, "Can I tie your shoes?" The teacher said yes, and Bruce tied each sneaker. He appeared to have good

small muscle ontrol in this operation, performing it smoothly and effectively.

After tying the sneakers, Bruce walked about the room. He rubbed his eyes a few times and walked over to the observer saying, "You've got whiskers." He felt my beard and smiled.

Bruce has seemingly always felt confident with his peers despite the fact that he is one of the three smaller children in the class. Initially he seemed to view other other children as almost equivalent to other objects in the environment, either to be ignored or to be physically manipulated and sometimes as an outlet for aggressive impulses.

Children were lining up to go downstairs to the play area. Bruce had gotten in the middle of the line behind Hank, a much larger boy. Hank stumbled against Bruce, regained his balance facing forward. Bruce grabbed Hank from behind in a bear hug, squeezed, and gritted his teeth, growling, "Grr-rr-rr." Hank finally broke loose shouting, "Stop!" Bruce only stared with a poker face, then turned away.

By May, Bruce still maintained a certain aloofness from his classmates. However, his interactions were more frequent, more verbal, and he displayed indications of positive affect.

At 9:15 the teacher aide told the class to get ready for the snack. Bruce picked up his materials, placed them in the tray, and carried the box to the shelf. He took his place at the table, sat for a few seconds and got up to wash his hands. When he returned to his seat he stuck out tongue at the boy (Bradley) next to him. Bradley stuck out his tongue and he and Bruce touched tongues. Bruce drew back his head, shook his head, closed his eyes and grinned.

At the end of the field trip to the river, Mrs. B. has told the group to put on their shoes and socks in preparation for returning to the classroom.

Putting on shoes and socks, Bruce was first. "Go sit on the hill." Bruce inches up the hill, sitting higher and higher than anyone else until all are there. Bruce and Michael start to roll down the slope, get to the bottom and say, "Look what we did." Mrs. B. says, "Terrific! Terrific! All try it; roll down the hill." Ten minutes are spent rolling down the hill, running back up to roll down again.

The children lined up for lunch at 11:30. Bruce walked to where Bradley was standing, took his hand and stood in line together and then filed out of the room with the other children on their way to the lunch room.

How others see Bruce

Two important women in Bruce's life hold him in high regard. His mother seemed both proud and protective. She remarked on her pleasure at his progress in Head Start, his ability to play well with his little sister and cousins. "He can take care of himself though. He won't let any of them push him around."

Bruce's teacher considered him a "real little man," very conficent and capable. Some concern was expressed over the possibility that his mother might be too protective of Bruce, impeding his growth.

Classmates seemed to be aware of Bruce's potential for physical action and except for a few gave him a "wide berth" at the time of the first visit. By May there were indications on the part of more children that Bruce could be a pleasurable companion.

Developmental Tasks and Style

Bruce appears to have made continuous and successful progress through his "educational prescriptions." His teacher considers him to be "tops in about all activities." Though small he has developed gross and fine motor skills to the point where he is one of the best coordinated children in the the class. He has developed interpersonal relations with classmates from isolated play with some aggression to cooperative activities. In his relations with adults he has become more open, asking help from them when it is really needed or occasionally just pleasurably passing the "time-of-day." He has learned to stay generally within the expectations for classroom behavior. He was never observed to be corrected by an adult.

Bruce seemed very much his own person. He could not be hurried nor could he be easily distracted from a task involving his attention. He was alert to his environment and pushed ahead exploring it at his own pace.

Adjustment Problems and Assets

Bruce displayed no obvious adjustment problems. One might speculate about the impact of the absence of his father. However, he appeared to have the interest and support of his mother and teacher. The availability of extended family relationships would seem a plus. Although his physical status gave initial concern, he appeared quite healthy and energetic. An exception to the previous statement would be on the occasions where family activities had prevented him from getting adequate rest. His personal style and high level of competence were definite assets.

How has Head Start helped?

The individualized program allowed for steady growth in Bruce's skills. He found the tasks within his capabilities and usually seemed interested. The praise given by teacher and aides kept him moving in the right direction in behavior and learning. The center provided many field trips of benefit to Bruce and the other children. The real caring for Bruce expressed by his teacher made his Head Start experience a positive one.

What more might have been done?

Perhaps more could have been done to involve Bruce's mother in dialogue with the center. The impression remains that while Mrs. T. was quite satisfied with the program and Bruce's progress, she preferred to limit her involvement. This would seem particularly appropriate in light of the teacher's concern over the mother's overprotection.

THE CASE OF HELEN C.

Birthdate: April 27, 1967

Helen is the largest child in the class, perhaps because she is one of the older children and repeating her Head Start experience. She had entered late in the previous year and made so little progress that her parents had agreed with the Center's suggestion that she continue in the program. Helen is large boned, has a wide smile, especially for adults. When she smiles the gap of one missing tooth is revealed. According to her mother she knocked this tooth out while she and her sisters were bouncing on the bed at home. Her eyes are bright blue, her hair very straight and blonde.

At the time of the February visit Helen was living with both parents, two older sisters and a "new" brother, age two. The family had recently moved to a newly constructed low-cost housing project. This project contained low-rise apartments and townhouses. Helen's family occupied a townhouse. Next to the development was a large recreation area with equipment and playing fields. Mrs. C. was pleased with the move because it gave the family adequate space and "the kids have a place to play." When the family had lived in town they were next to the federal highway and "the kids had to play in the house or on the fire escape. It was too dangerous with the highway."

Before her first entry into Head Start, Helen and her sisters had resided in a foster home. The reason for this placement was not known and while Mrs. C. would discuss this period, she offered no reason. Mrs. C. seemed to feel that the placement had caused the sisters "to get real close" and depend on each other. Helen had never been a "talker" and after she returned to the family "she didn't talk much except with her sisters. They do the talkin' for her." When the May observations were made it was discovered that Helen had been withdrawn from Head Start and the children were again in foster home placement.

Helen's health history was unremarkable other than that she seemed accident prone with many bumps and scrapes. In the early part of the year a physical examination revealed low hemoglobin for which vitamins were provided.

Concept of self and world

Helen's concept of self appears quite marginal. In some ways she seems to view herself as an object in a world of objects. She spends much time on the fringes watching the activities of the other children. She may tentatively try to model the behavior of other children but rarely attempts any form of communication with them verbally.

> Several girls role playing dishwashing. Four pans and a couple of paper towels serve as props. "Here, you dry," Jill to Mary. Mary rubs the pan energetically and sets it on the table. Helen has been watching from the other side of the table for two or three minutes with wide smile. Until now she has made no move to join. Helen picks up the pan and reaches for a towel. Jill stalks around the table and snatches the pan from Helen. "That's done!" Still smiling, Helen takes a step back. After another minute or smiling observation Helen drifts away. She has not spoken a word.

An area where Helen seems to view herself as competent involves large motor skills. She can get her overshoes on without help, handle a tricycle like a pro and exhibits agility on the climbing bars.

> 11:40. The children have walked down two flights to the playroom. They were led in single file by Mrs. S., the aide. As they get to the door they scatter like quail to the equipment. Bruce grabs a trike and runs rapidly in the correct direction of traffic flow. Helen executes figure eights backwards and forwards with her trike. Mrs. S., pointing, "Helen, you drive round this way." Helen complies, smiling and shouting "Look, I'm fast!" Later, from the top of the bars, hanging by both arms, Helen says loudly, "Look at me!, I'm high." Only Mrs. S. notices with, "Yes, be careful now."
>
> As the children prepare to climb back two flights to their classroom Helen holds up her arm to Mrs. S. with a smile, "It hurts." Mrs. S. kisses the hurt. Helen's smile widens, she takes Mrs. S.'s hand as they walk to the stairway.

While Helen may not see her classmates as a source of gratification she is very aware of adults as a source of response and support. She seems to feel accepted by them.

> As I entered the room Helen came forward smiling. "Hello." When I responded she took my hand and led me to the file of learning tasks, pointing to the one with her name . . . .
>
> As the children walk to the bus Helen grabs Mrs. S.'s hand. They walk along together . . . .
>
> While sitting on the bus Helen leans her head against Mrs. S.'s shoulder . . . .

Helen sees adults as holding definite expectations for her behavior. She tries hard to meet these expectations, sometimes so literally that the outcome can lead to later disappointment.

> On the field trip to the library she followed all directions precisely. She stayed in line, wasn't noisy, took her turn and didn't open her book at the library but waited until back in the classroom. Too bad! Her book was filled with lots of print and few pictures. She had reached higher on the bookshelves than any of her classmates and blindly taken a book beyond her ability or interest.

How others view Helen

Center personnel view her as an acceptable child as a person but one who will find school difficult. They see her as needing some emotional support which they supply with positive verbal reinforcement and some extra attention when she approaches them. It is interesting to note that despite the frequent bids for affection she is not seen as a pest. From the behavior of her classmates one speculates that they view her as of no importance.

Helen's mother sees her as a quiet child who enjoys playing hard, helping around the house as do her sisters. Father revealed an interesting perception of

his daughter. When the interviewer commented on Helen's very good physical skills he responded, "Oh! Then you mean she ain't dumb! I knew my son was the smart one - never thought she was!"

Developmental Tasks

Helen continues to develop her gross motor skills through the opportunities provided within the program and her neighborhood. She appears to be working most strenuously on developing security giving relationships with adults. This preoccupation detracts from her efforts to establish social relations with her agemates. Her tentative overtures are often ignored and sometimes rejected.

Helen's engagement with the cognitive aspects of the program is often tenuous and while she does work with the material and problems, her behavior gives the impression of superficial involvement.

> Helen has been working at her learning prescription for today. The task is essentially the matching of three dimensional shapes to two dimensional patterns on paper. While many children have already completed their tasks, Helen has two shapes still resting on the table. She has been watching others do theirs or followed Mrs. B. around the room with her eyes. Mrs. S. comes up saying, "Helen, are you almost through?" Helen smiles, picks up the remaining shapes and places them appropriately. Mrs. S. pats Helen's head, "That's correct. I like to see you finish your work." Helen smiles up at Mrs. S. and starts to return her materials to their box.

Helen's Style

Helen is very direct and physical in her approach to tasks although the situation seems to affect the strength of her approach. She uses language very little as a tool to effect the environment and seems to prefer non-verbal communication in her relationships with others. Visual observation and tactile manipulation seem to be her favored modes of operating.

Adjustment Problems

Helen's most apparent problems seem to be the instability of her family situation. Perhaps the tentativeness of many of her approaches stems from a lack of feelings of permanence in relationships. Inconsistent experiences in this area. While her parents may not actively reject her one gets the feeling that she may be ignored or viewed as of lesser importance than others in the family. Helen's slowness in development of verbal communication and her difficulty in abstracting (relative to others her age) are factors limiting her progress.

Assets

Helen's desire to keep trying is an asset at this point. One must wonder how long this trait will continue in the face of rebuffs from peers and confusion at home. Her health and physical skills seem adequate and she uses her physical assets to good advantage. Her alertness to external expectations and desire to meet these can compensate for some of her deficiencies.

How has Head Start helped?

The elements of this particular program have certainly been helpful to Helen to the extent she was able to make use of them. Probably most important was the emphasis on positive reinforcement for appropriate social behavior and small successes in learning tasks. The teacher and aides' willingness to give individual friendly responses to Helen's contacts seem most appropriate for this child under the circumstances. Referrals for physical examination and speech evaluation were also initiated by the Center.

What more might Head Start do?

Realistically, there is little more that could have been accomplished within the framework of the program. One possibility might be closer individualized help with the academic aspects of the program building on Helen's willingness to relate with and please available adults.

THE CASE OF DONALD M.

Birthdate: September 14, 1967.

> Donald is taller than most of his classmates. He is well proportioned and neatly dressed in well fitting brown cords and a brown and yellow plaid shirt. His brown hair is well groomed and is complimented by clear brown eyes. If "handsome" is an appropriate word for a child, it describes Donald's overall appearance.
>
> - February observation

Donald is also "very bright" when compared with Head Start children although his teacher considers him to be "in the average range" for most children this age. He attended school regularly and seems quite healthy. It was reported that as an infant he spent some time in a cast because of "bowed legs and a clubbed foot." The "toeing in" is still present but only noticeable upon close observation.

Donald is an only child living with his mother. .The parents are separated. Donald's mother works as a waitress and since Donald began Head Start has herself "gone back to school" at the community college. Because of his mother's schedule, Donald usually goes to his grandmother's house for breakfast and returns there after Head Start. He is picked up later in the evening by his mother.

Mrs. M in talking about Donald appeared quite fond of him saying she "liked to have him around." She takes him to special events such as the county fair. Other times they visit with friends or relatives. Mrs. M's "best girl friend" has a boy in Head Start. She said, "That's nice, because Donald and Bill can be friends, too." Donald has never mentioned his father at the Head Start center"even though we had a unit on the family." He talks primarily about his mother and grandparents.

Donald exhibits more interest in the elements of his environment and what he can "learn" than in social interactions with his classmates. While he does use adults as a means of interpersonal gratification he also uses them as a source of information.

> Donald has removed his hat, coat and overshoes. He walks to Mrs. R. (teacher) and asks, "What are we going to do?" Mrs. R., "After snacktime we are going downstairs, get on the bus and go to the post office. After that we'll come back and make our own." Donald smiles,"Yeah!" "Now please go wash your hands for snacktime." Donald smiles again and starts for the washroom.
>
> At the post office:
>
> The postal worker has been showing the group the route a letter takes from the time it is deposited in the mail slot, to being cancelled, to sorting for delivery. Donald has been in the front ranks the whole time, often pushing others aside to get a better view. After a demonstration of cancelling Donald asked, "And then what do you do with them?" Teacher, "That's a good question, Donald." Postman, "We sort them for

delivery." Donald, "How do you do that?" Postman, "I'll show you over here," as he moves to the sorting table. After showing and explaining how letters are sorted into cubicles for the routes the postman asked if there were questions. Some other children were gazing about or poking each other, but Donald, still intent, said, "I live at_____ Avenue. Where would my letter be?" The teacher smiled. The postman smiled. "In here. Let's see if there is one," responded the postman as he reached for a sheaf of letters.

The children have been taking turns washing up for snack time. Some are sitting at the table waiting. Donald and Bill have been wandering along the counter looking at various items including gerbels and fish. Donald said, "Look, one, two, three, four, five, six," pointing at each fish. Bill shrugged and walked to the table.

Donald can turn almost any occasion into a personal learning event.

The children have been standing in line, dressed for outside. Donald was first ready getting to stand at the head of the line by the teacher. While the teacher tells the others to get ready and in line, Donald has been exploring his left glove. He first peeled it half way off and gave a floppy wave to those behind him and then to the teacher. He pulled it all the way off and peered inside. Finally he turned the glove inside out and closely examined the stitching. Turning to the teacher he said, "Look its sewed here," holding up the glove.

Concept of self and world

Donald sees his world of Head Start as an interesting and exciting one. It is a place where he can display his competence as a learner. He repeatedly volunteers, answers, asks questions and practices his acquired skills. He consistently exhibits his pleasure at being right.

Donald sees himself as being acceptable to most adults around him - particularly his teacher. He approaches the teacher for information, help and on many occasions just for attention. At times his behavior is somewhat out of bounds but he gives little indication that he expects serious consequences from the adults.

Donald rushed up to Bill and gave him a healthy shove. Bill shoved back with a grin. The two began to tussle directly in front of Mrs. R., who said with a stern voice and serious look, "What are we supposed to be doing now?" The boys released their grips. Donald looked up smiling and pointed to the table saying "Doing our work." Teacher said, "That's right!" Donald walked with arms around Bill to their places.

The children were getting on their wraps. The parent aide was helping by taking down coats and sweaters, asking, "Whose is this?" Donald rushed to the aide and snatched away the sweater she was holding. "That's mine!" he shouted with a frown and stalked away to the line. Without a word the aide reached for another coat.

In some respects Donald behaves as though he feels himself to be "better" than his classmates. While he pals with Bill and sometimes Steve he holds himself aloof from the activities with others. His teacher reports that he

often does not participate with others in free activities. When he does get involved in constructive play it is with boys. He frequently has been observed by his teacher and also during site visits "pestering" the girls.

> Some of the class have been trying to toss bean bags into a basket. Donald made two tosses - one was successful. While the others continued the game, Donald began walking along the line banging his bag on the heads of the three girls.

Donald probably does not see himself as being very competent in physical play skills, nor does he appear to find these activities enjoyable. In such situations he will attempt the activity with little zest and sometimes assume a spectator role.

> The class entered the basement play room. Several made a bee line for the trikes and started pedaling rapidly counterclockwise around the room. Bitsy grabbed the wheel-sled, scooting back and forth in the corner. Donald was in the opposite corner which contained the sandbox. He was languidly sifting sand through his fingers as he watched the expenditure of energy around him.

> On another occasion:

> Mrs. R. has been leading the children through the song-game "The Old Grey Cat." After having a turn as "mouse" Donald stepped back from the group and limited his participation to singing.

> The teacher was leading the children in running-skipping-hopping activities. "Let's skip. Skip, skip, skip." Donald tried but could not skip with alternate feet as did many of the children. "Now let's hop like a rabbit. Keep feet together. Hop, hop, hop!" Donald attempted three hops. He seemed to have difficulty keeping his feet together. He strolled to the climbing bars, leaned against them and watched the rabbits.

How others see Donald

Donald is seen in a positive light by his teacher and the permanent aide. Both consider him an attractive and bright child. His teacher had some concerns about his relations with classmates. She sees him as participating only partially in play activities. He was seen as "sometimes rough with others, but not destructive." His prospects for continuing success are considered good.

Donald's classmates do not view him as positively. Except for his buddy Bill and one other boy, little interaction was observed. Even Bill seems to tire of Donald's interest in working with the academic materials, finding the other children preferable to going through the lessons with him.

Developmental Tasks and Style

Donald has been very successful in the tasks related to the cognitive aspects of the program. He has increased his verbal skills and has developed a sight vocabulary. He has good grasp of numbers. He depends on adults for both information and reinforcement for his success. He can independently perfect skills he has acquired.

Donald has been working on relating with others outside the family group and made some progress during the year. With his classmates, his physical size and tendency to be rough do not make him a desirable companion in cooperative play.

Progress has also been made in the motor skills area. His development of fine motor skills are quite adequate while gross motor skills give him difficulty in some instances. He has a tendency to avoid those activities where success is difficult.

Through the year Donald has learned to control his emotions showing less anger when blocked and less distress when he requires correction.

How has Head Start helped?

The "educational prescriptions" were made to order for this child. They caught his interest and he has worked his way through them gaining many skills. This program provides considerable enrichment through field trips as well as consolidation activities in the classroom after the trips. Donald gains much from these trips and is an enthusiastic participant in the follow up activities. The positive support given by his teacher and the permanent aide have contributed to Donald's profitable year.

What more might Head Start have done?

Donald probably could have gained from more encouragement and perhaps direct teaching in the development of his gross motor skills. These skills will become increasingly important in his relationship with peers.

THE CASE OF BITSY P.

Birthdate: January 22, 1968.

Bitsy's name fits her in that she is the smallest girl in the class. Her hair is brown, cut straight all the way around with the ends of her hair coming just below her ears. Bitsy is not thin, but her sweatshirt and pants are oversized and hang from her body giving her a rumpled look. Her eyes are wide and brown, sometimes sparkling when she grins. At other times her eyes are glazed or sleepy looking.

> Bitsy entered the room this morning bundled in coat and overshoes. She was clasping a book tight against her chest. As she stopped and stared about with dull eyes, the teacher aide noticed her. "Oh, Bitsy, you brought a book today." Bitsy's eyes brightened as she clomped to the aide, thrusting the book toward her. "How nice, let's put it here on the shelf and get your coat and overshoes off." Bitsy had not spoken, but still smiling, placed the book on the shelf, went to the coat rack, plopped on the floor and began to struggle with her boots.
>
> Bitsy has been sitting at the table waiting for snacks to be served. She squirmed, yawned, ran her fingers through her rumpled hair and stared dully at two boys trying to count the six fish in the aquarium. Another girl has come into the room late. As she passed Bitsy's chair, Bitsy became alert. With a slight grin, Bitsy ordered, "Wash hands!" pointing toward the bathroom. The aide approached with the pitcher of juice. Bitsy's grin spread to a big smile and she moved her arm to brush against the aide. "I thirsty." "Did you wash?" asked the aide. In response Bitsy grinned and showed her "washed" hands to the aide. "I like the way you did that, Bitsy," the aide remarked as she continued filling cups.

Bitsy is the youngest in her family. She lives with her mother, father, five older sisters and an older brother. One set of grandparents live in the area and Bitsy has told of visiting them and "riding the horse" they own. According to the teacher, "people don't move much" in the Keystone area and extended families are not unusual.

Center personnel believe Mrs. P. to be interested in Bitsy's progress although she has not participated in the parent activities in the Center. "Of course, she has lots to take care of at home," was the comment.

Bitsy was a small child at birth, weight 5 pounds, 7 ounces. She has never needed to be hospitalized; her vision and hearing are normal according to tests. Bitsy did have an ear infection during her Head Start year and on occassion she developed a rash. Bitsy scratched the rash and picked off the resulting scabs. For some reason, Mrs. P. did not follow through on the completion of Bitsy's immunizations.

Concept of self and world

Bitsy behaves as though she considers herself to be quite acceptable in

the 'fun-world" of people. She makes frequent overtures to both classmates and adults. Her manner indicates a confidence that she will be accepted, which is usually the case.

> On the way down the stairs to board the bus, we passed the center director. Bitsy gave her a big grin and the "peace sign" salute. The director smiled and waved.
>
> Bitsy managed to get the aide's hand to help her up the bus steps. (Being small helps). She maintained her grasp all the way down the aisle, thus setting up the situation where she sat next to the aide, occasionally leaning against her.

Her approach with peers is even more direct.

> The children were waiting turns to wash up in the bathroom. Bitsy and Sally had been poking each other with their fingers and giggling. Suddenly Bitsy flung her arms around Sally giving her a hug and kiss. Sally hugged and kissed Bitsy. Both giggled. Hug-kiss-giggle. Hug-kiss-giggle. "I don't think we should be kissing each other," was Mrs. R., the teacher's editorial as she disentangled the girls.

Bitsy may have questions about her competence to perform up to expectations in some of the classroom routines and tasks. She sees the adults in the room as sources of aid when she "goofs."

> The children and aide have been sitting around the table eating snacks of juice, cheese and crackers. "Bitsy, please pass the cheese to Robert." Bitsy passed the plate smiling. "Thank-you, Bitsy." While getting settled back in her place, Bitsy knocked her juice over and it splashed over her T-shirt. In disbelief Bitsy looked at her shirt and then at the aide. The teacher and aide sprang to action. The aide went to the bathroom, returning with a fresh T-shirt and a wash cloth. The teacher meanwhile had peeled Bitsy out of her soiled shirt. Bitsy was sponged off, reclothed and with a pat on the shoulder, "There, Bitsy, sit down and finish your snack."

How others see Bitsy

Bitsy's teacher initially saw her as a somewhat shy and quiet child, "but not fearful." During the early part of the year, there was concern about her ability to profit from Head Start. By February she had made some progress, participating quietly by "finishing out the songs" but never starting them. At mid-year she was still having difficulty counting and naming colors. Her mastery of social expectations for classroom behavior were seen as more advanced. "She's a good child to have around. She remembers the rules and reminds others of them. She has never had a temper tantrum and will give things up to others, but won't let them take advantage of her," was the comment of the teacher.

Except for Sally, apparently her buddy, Bitsy's classmates tend to see her as needing care and comfort.

> Bitsy had been climbing the bars doing tricks - mostly hanging by her hands and knees. As she stepped to the floor from the last bar she got her foot

tangled in her overlong pants cuff and plopped on her back. Mary and Bill turned at Bitsy's "Ugh!" Both tried to get her legs untangled from the bars. Bill finally went to enlist the help of the aide. When they returned Bitsy was on her feet and Mary was brushing the dust from Bitsy's clothes. "Are you hurt?" asked the aide. Bitsy grinned. The aide and two children stood a moment longer with looks of concern as Bitsy started up the bars again.

Even though Bitsy can be assertive with the children she is most frequently cast in passive play roles; as the baby in the family or the sick patient to the doctor or nurse. She gets help with her clothes and shoes from classmates even though her teacher reports her to be quite adequate in self-help skills.

Developmental Tasks and Style.

Bitsy has been working quite successfully on developing interpersonal relationships with persons outside her family group. She has been developing gross and fine motor skills.. The gross motor skills are quite good as she climbs, rides the trikes and manipulates objects. Her observed "clumsiness" seems to be more a function of her clothes than her skills. Fine motor skills present more difficulty. Her lettering and coloring are immature when compared with the other children and "she finds using the scissors a real challenge."

In the sequenced curriculum of this program Bitsy has not progressed as far as the majority of her classmates in the individualized "educational prescriptions." By the end of the year she could count, name colors and match shapes. She was talking more in simple sentences. Nonetheless her teacher expressed concern about chances for success in the following year.

Perhaps her style might help fill out the picture. Bitsy is very people oriented. Her goals, seem more related to eliciting positive responses from others than to "figuring out problems" alone. In learning behaviors she appears to sit back, look, listen and then to attempt to reproduce the desired behavior. In social and physical behavior she is usually successful and recieves positive notice. The "education prescriptions" in the program are individualized and a more solitary activity even though the children may be sitting at a table in a group. Bitsy was sometimes distracted from her task by the potential for interaction with others. As observed she would approach the tasks in a somewhat random, trial and error fashion, sit back and wait for reaction of adults. She often needed help in getting the correct solutions. She gave the impression that getting the task right was not as important to her as was getting the help. Her teacher characterized her performance, "She seems to memorize them (educational prescriptions) but not really think them through."

How has Head Start helped?

This particular program with an emphasis on positive reinforcement has certainly facilitated Bitsy's development of interpersonal and physical skills. From the quiet, shy girl described at the beginning of the year she is behaviorally a "good fit" in the classroom with other children. Even though she has not made spectacular progress in the academic curriculum, progress has been continuous. The individualized, sequenced nature of the program has assured that she was not lost or "over her head" in the expected tasks.

What more might Head Start have done?

Perhaps closer attention to Bitsy's style would have helped. It seemed she required more help in understanding how to work with her prescriptions than many of her classmates. Some way to communicate the idea that the expectations was to do the task right not just to do it for notice would have been appropriate.

CARRYTOWN CENTER

Teams:

Bonnie Tyler
Sara Smith
David Kyle
Richard Matteson

CARRYTOWN CENTER

Carrytown is a community which is agricultural in nature with cattle, wheat and cotton being the chief crops. The cotton gins and numerous cotton wagons in town testified to the concentration of cotton in Carrytown but nearby Pikeston also has large grain elevators and we saw cattle in the fields nearby. The town is about three thousand in population. Entering the town, one can see an area of run-down homes, many with outdoor privies, where live many of the black families whose children attend Head Start. Crossing over into the main business area one finds a rather prosperous looking main street with many new store fronts or remodeled ones. It does not have the dying look of many small farming communities, perhaps because it draws from a large enough geographical area to continue to support the business community without a competing larger community nearby.

The residence areas of Carrytown could be found in hundreds of small communities throughout the United States. Mostly frame houses, painted white, they vary from fairly new to late turn of the century. Neighborhoods do not have the uniformity of many suburban communities with small, inexpensive houses sometimes close to larger, more well-tended houses. House trailers turn up every now and then right in the middle of a block of houses.

The Head Start Center has four classrooms. It is located behind the town's only drive-in restaurant, off of a secondary highway in a building which was formerly a bowling alley. Most of the children come in a bus or station wagon. It is not a neighborhood walk-to center.

The classrooms are sectioned off with partitions which are about four feet high, then two long, narrow areas are used for big-wheeled toys and truck play and another for an eating area. A lobby, desk and office area separate the kitchen area where meals are prepared from the eating area. Each classroom area has a housekeeping corner which the teachers call the "kitchen."

The area where wheeled toys and trucks are used is relatively small, really not large enough for one group of twenty. It must be shared by all four classrooms. With the twenty minute modules that they schedule, it must take some tight planning to afford maximum utilization.

Each classroom has four adults, one lead teacher, a math teacher, a writing teacher and a parent aide who rotates every six weeks, with a new parent replacing her. The math and writing teachers in the classrooms have come into the program from initially working as parent aides, according to the director. Parent aides are trained by the parent coordinator and the director in the use of the "token economy". This is based on the idea that there are many activities within the classroom which children

are highly motivated to do - playing with toys, puzzles, house, listening to records, etc. When the child accomplishes an academic task which is being taught, he is rewarded with being able to do some desired activity. Because the child can't run out to play after each small accomplishment, tokens are used for a reward then totaled up and exchanged for some activity which is desired at the completion of the entire academic activity. Tokens are awarded with verbal reinforcement and are not spoken of except at exchange time.

Classrooms have a high level of teacher direction. Even activities which are ostensibly "choice" activities are controlled by teachers by their determination of number of tokens required for certain activities. If a teacher knows that a particular activity is a favorite of a child and thinks he has not worked hard enough she can designate that the required number of tokens for that activity is more than the child has earned. The children showed no overt signs of anxiety except to a small degree in doing their academic work. The alternation of activity-academic groups seemed to meet children's physical needs fairly well with opportunities of large muscle activity.

There is little spontaneity though and little adult-child enjoyment of each other as people. Adults' interactions with children are pretty businesslike, strictly according to the task. Laughter and smiles seem to be confined to peer relationships.

THE CASE OF GLENDA L.

Birthdate: June 20, 1967

It was reported that Glenda was introduced to Head Start on opening day when her mother "shoved her in the door, admonished her sternly to 'be good' and immediately left." Apparently Glenda is a child who obeys her mother for all data seems to indicate that Glenda was "good" in behavior and work habits throughout her Head Start experience.

Glenda is an average size girl when compared with others in the classroom. She wears her hair in three neat pigtails. She is one of the better dressed children with a preference for pants and T-shirts. When at home, mother lets her dress herself but when she is going to school her mother helps her choose clothes and dress. In February Glenda could not tie her shoes although she kept at it and by May had mastered the task. She seems physically self confident with erect posture and a sureness of movement.

Glenda lives with her mother in a rented home in town. Glenda's half-brothers are age two years and the other is thirteen months. The mother receives ADC and has a "boyfriend" who lives out in the country. Glenda's father has not lived at home since she was old enough to remember, "but she remembers him" and talks about him. The father works in Chicago for "some kind of automobile place". He comes to see Glenda sometimes and brings her things. Mrs. L. does not resent these visits and believes "it's nice for Glenda to see her father."

Glenda was born in the Carrytown clinic. She has had no health problems, "only colds of flu." The mother reported no developmental problems and seemed proud that Glenda "talked real good by the time she was two."

Concept of self and world

Glenda seems to have positive attitudes about herself and the world she is experiencing in Head Start. She is proud of her accomplishments and stays engaged in activities to a greater extent than many of the children.

> 9:50-10:00. Glenda has been working with group table cutting valentines. She cuts well and seems to have good small muscle control and coordination. She glances frequently in my direction. Now she writes her name, very intently, speaks of it to others. The body attitude seems confident, intent. She is absorbed in task of writing her name. Now she returns her valentine hearts, holds them up to admire with the same look of pride while two other girls who were cutting have been running and chasing each other after cutting their hearts. Glenda has remained at the table absorbed in her task.

Glenda prefers to relate with her classmates rather than the adults in the classroom. With adults she seems almost shy, but not fearful.

> 10:20. Some noisy activity going on on other side of partition but children pay no attention, stay focused on work. Glenda finishes drawing the dot-to-dot horse given to her after she finished her writing paper. Now I see her first smile as she talks to neighbors. She is called by teacher, "Glenda, help me count." Teacher counts and Glenda counts softly with her to fifteen. This time she looks to see if I am watching and allows herself to smile at me.

While Glenda does not seem to be an initiator of play activities she and her friend enjoy their relationships. Physical expression has high value for her.

> Glenda is told she can go to boat (rocking boat), she runs off with a happy expression on her face to get in line. She and Barbara jump up and down in place, bouncing, bouncing, and bouncing. Then as others come to line they stand with arms and legs akimbo to block others from moving ahead of them. Then as more come to line there is more hopping, bouncing about. Teacher accepts this with no undue concern, she seems to accept childrens' need for physical release at the end of an academic period.
>
> 11:05. Glenda waits for someone else to get out of rocking boat. Then, as she sits down, the boat can't go because a tricycle is parked nearby with wheel stopping boat from rocking. All boat occupants laugh merrily. As the tricycle moves away and the boat starts to rock, Glenda lifts up as boat rocks to accelerate motion. As the rocking accelerates she has gleeful smiles and giggles.

How others view Glenda

Most persons perceive Glenda in a positive fashion although they may see different aspects of the girl. Center personnel seemed to have vague impressions of changes in Glenda's behavior since she entered the program. Descriptions of her behavior since she entered the program were simply, "she's quiet," "just a quiet child." The parent aide replied to an observer puzzlement over Glenda's unwillingness to talk to adults. She said Glenda will only answer in reply, saying that she had noticed Glenda talking to the other children but not to adults. The lead teacher said she will talk to her during a lesson but that she speaks so softly that sometimes she can hardly be heard.

Perhaps it is the function of the model but there seemed to be no concern that Glenda spoke so little. There were no attempts to talk to children on a personal basis, to ask about home happenings, to compliment on clothes or to joke.

All the teachers seemed to feel that Glenda has good small muscle coordination and has no trouble managing pencil and paper and academic tasks. The math teacher believes that Glenda enjoys math activities, probably more than any other academic area. The math teacher is black as is Glenda.

A contrasting view from the parent interview.

I asked about Glenda talking to adults. Her mother said she talks all the time at home - adults, children, everyone. "You can't get her to be quiet." I told her that I'd tried to get her to talk to me and she wouldn't and the teacher had said Glenda will speak to respond to a question, but otherwise, not to adults. Mrs. L. went to some length to tell me of a family friend, an older woman, who has baby sat with Glenda a lot. This woman said, "Those teachers at school must have lied to you about Glenda being so good at school. Glenda's such a little devil around home." This story was told with affection and pride - it seemed to me not only because Glenda is "good" at school but also full of spirit and full of fun at home.

Developmental Tasks

Glenda seems to have made steady progress in mastering the tasks of early childhood. She works successfully on the development of gross and fine motor skills. Her relationships at home have apparently given her the security to use adults at the Head Start instrumentally in the acquisition of learning skills. She has developed healthy social relations with her classmates. In assessing her progress at the end of the year her teacher felt she was very good at writing, average to good in number activities and about aberage in reading. Prospects for success in Follow Through seemed good.

At home her mother notes changes through the year. "Glenda is always talking about school and what they do. She plays around less and does school work. She's gone to eating more. Used to want to only drink milk - milk - milk, and not eat anything else." Mrs. L. also reported Glenda helping more around the house with "picking up" and taking care of her baby brother.

Adjustment Problems

No serious problems were noted. Only occasionally would Glenda get upset and cry. She would recover from these upsets with a little time in the "time-out-chair", according to her teacher. On a few occasions Glenda indicated some difficulty in meeting the learning demands of the program. However, these situations can be considered tupical for young children.

10:55. There are more and more signs of fatigue at the table. Barbara, Glenda's neighbor at the table, sits gazing off into space with a blank look. Now Glenda has hands on table in front of her, head bowed on hands. Then she returns to more alert posture, pulling on skin below eyes as if to open them wide. When her turn comes to recite, though, she slides arms and head down table then shapes word with her mouth but doesn't say it loudly. "Bingo sheets" are handed out with phonetic elements and words on them. Glenda is asked to point to "Tan". She points to "na" then "ant". Teacher passes

on (no token) then on next turn Glenda points to correct word. It seems as game progresses that Glenda's choices are random, trial and error, process of elimination rather than association of word with sound. She seems to like the game though she smiles and interacts with neighbors as game progresses.

Assets

Good health and physical skills combine to allow Glenda success and pleasure in many of her activities. Her general appearance encourages acceptance by children and adults. Her mother's pride in her daughter as a person and in her accomplishments certainly allow Glenda to gain from the Head Start opportunity. Probably Glenda's most helpful personal asset is her ability to "fit in" to situations and meet expectations appropriately at home, with teachers and with her classmates.

How has Head Start helped?

The academic program of this model was appropriate for this girl. The structural experiences coupled with the reinforcements, both "token" and verbal seemed to keep Glenda engaged in learning through the year. At the same time there was sufficient allowance for appropriate expenditure of physical energy and interaction with her friends.

What more might Head Start do?

On the basis of the data available it is difficult to discover ways that Glenda's year in Head Start could be imporved.

THE CASE OF BEN C.

Birthdate: May 3, 1967.

> "I think he's a smart boy but stubborn. Some days he just makes his mind up that he's going to do something, or not do something, and he is stubborn. But other days you ask him to do something and he does it just as sweet as you please."
>
> - Teacher Comment

Ben seems to be average in size compared with the other children. He has very erect posture and almost a "cocky" walk at times. In January, he wore a blue T shirt, striped cotton pants, fairly worn, but new desert boots, and a broad belt which he seemed proud of, but a bit of a nuisance to fool with every time he went to the bathroom. His teeth looked to be in pretty good shape.

Ben has four brothers and three sisters. He is the fifth of ten siblings, the youngest is seven months of age. In January, Mrs. C. was just completing six weeks as a volunteer for Follow Through. She also did a six weeks session with Head Start, but not in Ben's class.

Ben's father is a common laborer who drives a tractor, or works at the cotton gin during harvest season. He babysits while the mother works as a parent aide.

Ben gets along well with his brothers and sisters. "They all get along good," according to Mrs. C.

Ben's house was described by an observer:

> It is on a dirt road of an area that could be called a "shanty-town" with small houses in varying states of repair, most with outdoor privies. Occasionally a home is freshly painted and neatly kept. Many are unpainted, or what have been called "tar-paper shacks." This is the category into which Ben's home would fall. A three room house, covered with paper in a yellow and black brick-printed pattern, peeling off in places, with a front porch, wooden and unpainted.

No serious health problems were reported by the mother or the center. Ben was born at home and walked and talked within the expected range.

Ben's case presents a study in contrasts, both over the year and from period to period in one day. At times he can be involved and follow routines, on other occasions he gets off-base.

> 8:45 Ben comes with aide to get breakfast. He carries his plate to the place where teacher assigned him. He drinks his milk right down. He sits in an alert, confident way. He eats nearly all his breakfast, talks with other children at the table and with the teacher.

9:10 After going to the bathroom and washing hands the children go back to the classroom. As I enter Ben and 2 or 3 others are sitting around the phonograph while it plays nursery rhyme songs. Ben tilts his chair back, then reaches over to the boy sitting beside him with a real bear hug - both arms around the boy's shoulders. It seems a friendly outgoing spontaneous expression of affection. The teacher walks over beside them and starts to sing a reminder song "Keep your hands to yourself, to yourself" to the tune of "Put your finger on your nose." As she continues to sing, Ben looks up at her. He does not unclasp his hands or take his hands away. Instead, still looking up, his hands gradually slide down and he lifts himself up and back to a regular sitting position. The teacher moves away and the children sing along or move around to the song on the phonograph. Ben starts talking to his neighbor again as part of the noisy group around the phonograph.

9:15 Ben stands with the others to salute the flag, saying the Pledge of Allegiance. He follows the routine well and moves smoothly into the dividing up into groups at the tables. Children are grouped 3-4-4-4 at tables, each with aide or teacher and crayons and pencils. Each child has his own container for tokens.

9:30 The phonics lesson has been in progress about ten minutes. Ben is in constant motion. Foot tapping, fingers moving, or a gross movement of his whole upper body stretching out on the table, or an arm reaching on the table. Teacher: "I like the way Monica is not swinging her cup around." She repeats this with other children's names as Ben makes wide swings with his token cup. At just the appropriate moment, Teacher says, "Ben, thank you for stopping swinging the cup around." Ben us sticking his fingers into his mouth and pulling them out with appropriate sound effects "mmm - oof." Teacher: "Ben, I like the way you are sitting still now." Others fidget, too, and are treated similarly.

9:35 The groups have been functioning almost 15 minutes now. Teacher: "Ben, tell me what this one is." Ben: "M,N." "Very good." Teacher gives token.

When Ben first entered the program he did not get along well with the other children. He would hit, shove and sometimes kick them. By January he had much improved with only an occasional altercation with classmates.

10:20 The incident which provoked this happening was unobserved, but first one little boy, Brent, then Ben was brought in. Each in turn was seated in a chair separated from rest in the middle of the floor. Teacher says to each in turn, "Brent, are we supposed to hit anyone? Ben, are we supposed to hit anyone? They sit still, looking properly remorseful as the teacher, aide and rest of the children leave the room for playtime with teacher. They start talking noisily, to each other. If they were punished for being hostile they're not hostile now as they talk in a friendly way. The aide comes over and separates them about 3 feet with backs of chairs to each other. Brent and Ben just turn in chairs to face each other and talk noisily.

Now Ben puts his hands in front of his face, covering eyes and mouth, saying something unintelligible. Brent has lost interest, stares off in space. Ben continues, hands in front of face. Finally, Brent gives in and imitates Ben but about that time Ben turns away, seemingly bored. Now he twists himself, legs crossed yoga style in the chair and holds both toes. The aide looks at her watch. "Okay, boys, you can get up and look at books now." It is 10:30.

Although no exceptionally aggressive behavior was observed in May, his teacher reported that he had "been a little devil" during that time and was again having trouble with his classmates.

Concept of self and world

When Ben first entered Head Start his behavior seemed to indicate that he found the entire experience very threatening. He would not sit still or stay in the classroom, running off in several instances. He would hit and kick the other children or grab them about the neck and throw them to the floor. With the classmates he seemed to feel confident that he could "hold his own" by "being tough."

Adults were seen as a potential source of comfort and pleasure. During reading periods, Ben would attempt to get very close to his teacher and lean his head against her. He seemed to feel that of all persons about him, his teacher was most accepting. Even though adults could provide positive support he often appeared to see adults as a source of severe frustration, preventing him from expending his considerable energy or restraining him from a desired activity. On occasion he would seem totally incapable of handling such situations and resort to temper tantrums and head banging. Ben's problems of emotional control resulted in his being placed in the "time-out chair" on numerous occasions.

When not upset Ben did give some evidence of finding the classroom activities interesting and behaved as though he was capable of handling the tasks. On his "good days" he could do two or three workbook pages with no problems. Of the available equipment, his favorite was the tricycle which he would pedal about energetically. He gave little indication of enjoying the smaller toys or quiet activities.

Although his concept of self and world seemed to become more positive as the year progressed, some situation in his life must have gone amiss, for in May he once again became "a little devil" with aggressive behavior and temper tantrums. No cause for this change could be determined.

Other's concept of Ben

Adults at the center saw Ben as potentially a bright child. "If he can be handled right he would be right at the top" was a comment made of Ben. Ben was seen as a child having problems at home. Despite his mother's report that he got along well at home there was some indication that his parents used punitive methods of discipline. As his mother completed her term as a Follow Through volunteer she reported that she was attempting to use positive reinforcement and praise with Ben. It was during this period, when this type of approach was being experienced both at home and school, that Ben's behavior improved most. Even with his problem behavior, center personnel used

such terms as "cute" and "sweet" to describe him.

His classmates probably did not share this view since they gave him a "wide berth" to avoid his explosive actions.

Developmental Tasks and Style

Ben has been working on gaining emotional security in his relations with adults at the center. To some extent he has been successful as exhibited by his improved behavior and ability to center on the academic tasks. He has been working on coming to terms with authority as represented by the expectations for appropriate classroom behavior imposed by adults. He has made some progress in this area, but at the end of the school year he was still considered the "top rule breaker."

Ben has developed communication skills which will be required for future success in school. Unfortunately his difficulty in developing satisfactory impulse control has detracted from his profiting as much as he could in these skill areas.

Ben's volatile and physical style as he approaches life has not aided him in developing satisfying interpersonal and play relations with his classmates.

How has Head Start helped?

Most striking in Ben's case is the strong emotional support given Ben by his teachers and aides. Though he may be "a little devil" he has received their affection, even though they were often required to impose strict behavioral constraints. It is interesting to speculate about the help given Ben's mother by her volunteer experience in Follow Through. The positive reinforcement and praise at home as well as school seems associated with Ben's improved behavior. The regression of Ben's behavior in the last month remains a puzzle.

What more might have been done?

In retrospect it seems as though Ben's mother might have needed continuing support in maintaining the more positive approach to discipline she had discovered as a volunteer. Ben's continuing explosive behavioral episodes raises the possibility of physical causal factors which have not been diagnosed.

THE CASE OF SHELLY M.

Birthdate: November 22, 1966.

Shelly is slightly smaller than the average in her Head Start classroom. She is a small-boned child with brown hair. When first seen an observer reported, "Her hair doesn't seem to have been brushed or combed this morning. Her hands are grubby looking, with dirty nails, but she's pretty, like a china doll!"

Shelly lives with her mother, a full-time Follow Through worker, and her father, a farm laborer. Also at home are two younger siblings and three older ones. In the near past an older brother had died. This event has concerned Shelly. She has asked her mother on several occasions to go see the graveyard. In January, her mother reported that one time when she was upset at home she had said, "I'm gonna go someplace and die."

Shelly's mother reported that Shelly had been eager to start school and has gained from the experience.

> The first time she went to Head Start I carried her to the door, and she didn't even say goodbye. I felt bad about that. She's very confident about school...she likes it better now than when she started. She was just taking up time learning manners and behavior. Now (January) she's done a lot more than that. She's actually had a math book and finished it. She's been taught a lot more than I thought she would.

Mrs. M. was disturbed about one behavior which developed after Shelly began Head Start.

> Shelly can't say anything with "c" in it. I get upset with her; it's just a habit she has. She says lots of things babyfied unless I get on her. My mother sees her first after Head Start; she sees Shelly's papers first...she's really independent - these babyfied fits are always at my mother's. I tell her to straighten up. But at home she pouts.

Mrs. M. could not recall the last time Shelly really needed discipline.

> My husband threatens her but he's never spanked her. Then he turns around and is affectionate - grabs her up and loves her...I do a lot of screaming but I never get around to doing anything.

"Shelly is real healthy, she's never been to the doctor," according to her mother. The Head Start center reported good attendance with only a "few colds." Like her brothers and sisters, Shelly began walking at about nine months of age and "talked real early."

Concept of self and world.

Generally, Shelly appears to have developed a positive concept of herself as a student. However, her behavior does not reflect the same degree of confidence in all tasks.

Phonics Class. Shelly M., another girl, and a boy are sitting at a table. They are sounding out letters from a book that each has in front of him. The teacher points to a letter, Shelly gives the sound. The teacher says "very good" and gives her a token. Shelly turns the page, and immediately sounds out the first letter. Teacher gives a token. The teacher turns to another girl, but Shelly sounds out the next letter before the girl can answer. Teacher gives Shelly a token. Shelly immediately sounds out the next letter, and looks at Teacher waiting for her to respond.

During this time, the other girl at the table constantly asked the Teacher for help. In contrast, Shelly works independently, moving ahead to the next letter each time she sounds one correctly. Shelly's pattern is to continue shouting out the sound until Teacher turns her attention to her. She seems oblivious of the other children while she is doing this.

Writing time. Shelly works on "F". She has a hard time doing it to suit the parent aide who shows her the way - making several letters. Shelly is having a hard time remembering to make the cross bar. She starts again following patterns but as the period goes on, the straight lines become curved and the cross bar (of the F) falls below the middle of the line.

Shelly looks tired. She is sitting with her forehead in her hand. She is writing numbers. She does the one while the teacher is watching very carefully - but as teacher turns away to help another child, Shelly glances up and writes quickly and less carefully. She rubs her eyes, putting her head on her arms.

Shelly has developed a positive view of adults and her fellow classmates. She interacts without any indication that she questions her acceptability to others.

Class is over, and Shelly has chosen the play area for her activity. On one side of the play area is a large, 5' x 5' mirror. Shelly stops in front of the mirror and straightens her hair. She turns and walks toward a girl riding a trike, leans over and pushes her, smiling. The girl gets off the trike, and Shelly gets on. She backs across the play area, looks at the teacher and smiles. The teacher compliments the girls for "playing together nicely." Both girls smile at the teacher, then at each other.

During storytime:

Shelly seems to have lost the fatigue of beginning math time. Looks at the picture with animate facial expression. As the page turns, she points and says, "I seen one of them things before." Teacher asks, "What kind of bird is this baby going to be?" "A duck." Teacher: "Boy or girl?" "A boy!" (very firmly,) smiling and looking at teacher. She sits close to the teacher, touching the book, and asks for another story.

How others see Shelly.

The center staff did not see Shelly as being as confident as she appeared to her mother. By January changes were evident. At the end of the year she was still seen in much the same fashion as reported during the winter visit. An aide summarized staff perceptions, as follows:

> In the fall she was quiet and withdrawn. She didn't have any confidence in herself. She wouldn't do anything without finding out first if it was okay. She wouldn't give an answer unless she found out first if it was okay. She wouldn't talk unless you talked to her first. But there've been a lot of changes. She's talking more. She seems to trust adults more now.

About interaction with classmates:

> In the fall she got along with other kids okay. They liked her. She was real active. At first, she talked to the other children plenty. She had a buddy who dropped out of school but Shelly was okay without her. It's about half and half - she starts half of the talk, the others talk to her half of the time.

About school progress:

> She is building some confidence and she'll work some alone. We used the red line procedure in math - everybody is working, and when you get to the red line you hold your hand up. This helps Shelly to go ahead and not keep asking if it's okay. Shelly is good with sounds in reading. She's in the second group, but she could be in the top group. I think paper work frightens her.

Developmental Tasks and Style.

Shelly appeared to be making satisfactory progress in mastering the tasks presented by the curriculum. She has also been successful in relating to other persons outside her family group. She has learned the expectations for appropriate classroom behaviors and follows the rules. In tasks involving physical skills, Shelly continued to be active, but her performance was only fair.

> Shelly was jumping rope with the others. She waited patiently for her turn. She was a little droopy, but did not fidget or act impatient. When it was her turn she seemed pleased and smiled. However, she didn't jump too well - four or five times and missed. The teacher gave her another turn, but she only went five or six times, missed and moved aside to sit down on a chair.

Most apparent in Shelly's style of functioning was her careful search of the environment for cues which would [illegible] the expectations for her behavior. When she "got the message" she was able to actively organize herself for participation, be it playing, talking to peers or engaging in school assignments. She appeared to need [illegible] to assure her that she was on the "right track." Her reliance on cues and assurance may cause her to be seen as somewhat lacking in confidence, but she is usually correct doing the "wrong thing."

Activities are to change. Shelly and another girl have an idea. Shelly starts to bring her chair to center as another girl says, "Come on, you be in the center." (Apparently for a game which they thought might be played.) Then Shelly stops, stands with one leg on seat of chair, and looks at the teacher who is talking to another adult. She looks across at a friend who made the suggestion, shakes her head, "I'd better wait." Then as teacher continues to talk she sits. It's just as well, as teacher announces that they're going to play musical chairs - apparently not something with a chair in the center.

How has Head Start helped?

It is clear that the structure of this program has successfully engaged Shelly in life at school. Shelly has evidenced growth in all areas. The personal interest and high hopes for her success held by the center staff have encouraged her progress. It seems a paradox that her ability to conform to program expectations contributes to lack of independent behavior in the classroom.

What more might have been done?

Shelly's "lack of independence" might have been less apparent if she had been reinforced for behavior which was innovative or problem solving in nature to the same extent as her conforming behavior. Perhaps more activities requiring such skills could have been planned. For Shelly, as with some other children, she did not seem to have the development of fine motor skills which would allow her to perform with success and pleasure on her worksheets. A reduction in this requirement or the introduction of templates (especially for forming letters) would seem reasonable.

THE CASE OF FRANK D.

Birthdate: January 2, 1967

Frank is a dark slender boy with short cut frizzy hair. He is slightly taller than most of his classmates and gives the impression of being more mature. His nose seemed to be constantly running and he would occasionally wipe it with his shirt sleeve. His teacher reported his nose had started to run in October and had never really stopped. "He must have an allergy. Other than that, he seems pretty healthy. He hardly ever misses a day."

Frank lives with his maternal grandmother in one of the small wooden shacks on a dirt road just off the main road into Carrytown.

> The home was better kept than the average house on this road. It had some paint on it and there were no piles of trash in the yard as there were in most of the yards. There was a privy in the back yard. The inside of the house was neat and clean. A potbelly stove stood in the main room which had worn linoleum on the floor. I could see a small kitchen and a bedroom off the main room. Mrs. W. indicated there was a second bedroom.

Frank, his younger brother, age two, and two sisters, age seven and eight, also live in the home. The children's mother lives in Chicago where she is employed. The mother is unable to have the children with her because of lack of housing space. On occasion the children have visited her and she comes to see them. Mrs. W. talked about the situation.

> I just have to take my time with these kids. Their mother is coming to get 'em. She's looking for a house in Chicago. She has too small a house now, that's why she can't come get 'em. She said she's trying to find a place. She works, so will have to quit to take care of the baby. I hate to see them go up there. Frank can go to school - I'd like him to stay in school until he graduates. I don't know what they'll do. Their mother will have to come stay with them, cuz the kids get on my nerves. I get up every morning with 'em then when the baby takes a nap I clean. (Frank's brother.) Of a night I lie down on the couch - they all say "Grandmer do this and that."

Frank's grandmother was happy and proud about his experience with Head Start.

> Lord, I wish they all could to to Head Start. He gets better and better. Used to be he just played all the time. Now when he goes to bed at night he counts to a hundred. I tell him 10, then 20. You can tell these times kids who go to Head Start and kids who don't. The lady next door has three kids and they don't know nothing -- they's way behind. They's in school now but they don't know nothin'. . . .
>
> He loves it. You oughta see hi around here getting ready in the morning. He wants to do what his sisters do. Now F. wants to go with F. He wants to get up and ride the big bus.

Of the four children, Frank seemed to be his grandmother's favorite. She reported that he had walked before his first birthday and had talked early. "He did everything early."

These two boys are the smartest things I got. Anything Frank wants, he'll ask for it. He's not a bad boy, just mischievous. He'll wait on me. If I'm lying in bed he'll ask if he can bring me something. On Saturday and Sunday, I tell them to make their bed. K. doesn't want to, then she cries and says, "Please don't out me on the couch." I keep a switch right over here by the stove and all I have to do is look at it and they do what I tell them.

Concept of self and world

Frank appears to find his world at home and Head Start quite satisfactory. He seemed to feel confident that he could "handle himself" adequately in most situations. Even if an activity was not one of his favorites, he would work at it.

Frank joins three other children at a table for arithmetic class. He says, "What are we gonna do?" Teacher replies, "You like to do numbers don't you?" He says, "I don't." Teacher passes out a worksheet to each child. The task is to copy the numbers on the sheet. Teacher says, "You want to pass the pencils out, Frank?" He looks pleased, takes the pencils and gives one to each child.

Teacher says, "I like the way Frank's working." Frank has trouble copying the figures and the teacher shows him how to make each one. The other three children are able to go ahead on their own and their figures are much better than Frank's. When the others have completed one worksheet, he still has two lines to go.

For those tasks not requiring fine motor skills, Frank showed great involvement.

The teacher places an empty frozen juice can in front of each child (for tokens), along with a worksheet. Each child is also given a piece of chalk. Teacher tells them to mark the first figure on the sheet, and then find one that looks like it and mark it. Each child marks the first figure by rubbing the chalk over it, as if coloring it. Frank leans down over his sheet and vigorously chalks on the first figure.

Teacher: "I like the way you started work right away, Frank," and drops a red token in front of him. No indication from Frank that he heard the teacher's comment although he picked up the token and dropped it in his can.

Frank continues to work intensely on his task, rubbing over each figure several times with the chalk. He glances up from his work to look over at another table but immediately turns back to his worksheet. He finished the sheet and hands it to Teacher. Teacher hands him another worksheet. He begins working on it - is very diligent and intense, seemingly unaware of anyone around him. The other children often ask the teacher questions - instructions for each new lesson or for reassurance that they are choosing the right answers. Frank has not done this.

In his interactions with classmates the same confidence in himself and pleasure in action was obvious.

Frank on a trike and another boy on a trike begin to chase a boy who is on foot. As each approaches him they hit back and forth at one another. The boy on foot chases one boy on trike who backs away from him. When the boy turns to chase Frank, Frank jumps off his trike and attacks the boy in a playful manner. Frank is quite deft in movement and hits at the boy with very light punches, barely touching him but subduing him with rapid arm movements. Frank clearly handles himself well defensively.

Frank chooses to play in the kitchen with several other children. At first he works with a girl washing dishes in the sink. He gets all the pans and dishes out from under the sink, then sets the table with the dishes. A girl starts to help him but he grabs a plate from her and puts it on the table. He moves excitedly around the kitchen, shouting directions to others. He appears to know exactly how he wants things done.

A boy grabs a pan Frank is holding but he won't let go and pulls it away from the boy. He works busily stacking pans together and carrying dishes to the table. A girl picks up some silverware from the sink, Frank grabs it away from her and sets it on the table.

How others see Frank

Adults at the center perceive Frank in a positive fashion. He was characterized as a "lively, pleasant, happy boy."

Frank has had the maximum number of tokens again and chose to go to the phonograph to listen to records. He is seated at the phonograph. "Candy Gal" is the name of the song. It is a bouncy song with a strong beat. Frank is vigorously patting time with his hand on his leg. He is the only one of six or seven children who is keeping time though most seem to be enjoying it. He is really caught up in it though and even tries to sing along with it, joining in heartily each time the refrain says "Candy Gal." Now he bobs his head and moves the upper part of his body in time with the music. The parent aide begins to tap her foot. He turns his head as he notices this, then says to her and to anyone in general, "I like that song," laughing, bobbing his head . . . . now making an exaggerated clapping gesture. As the song ends he says to no one in particular, "That was a good song, wasn't it? Turn that on again. Turn that on again!"

Frank is considered to be one of the best students in "following the rules."

Frank responds almost instantly to the teacher's bell signaling a new group. The teacher announces circle time and Frank runs to get his chair and put it in the circle. This time the entire group of 16 is together. The teacher leads the children in action songs with motion. He seems to know all the actions but not all the words to songs. He mumbles along but joins in the motions vigorously especially the ones like hopping or "roll, roll, roll your arms together!"

Children are now working as a group with teacher as she holds up her phonics book with the blends and short words in it. Frank recognizes a word, calls out "tan!" - then backs up to do the task as specified. "Taa....nnnn (saying the sounds), then - tan!" "Very good, Frank, it's tan." On his

turn in the circle-go-round again, he repeats the process. He speaks without hesitancy and seems sure of himself. This task produces the most uneasiness among the children with lots of fidgeting, wiggling and other signs of tension. No one leaves the table though or escapes by daydreaming, other than momentarily. They are well-schooled in routines and rarely deviate from expected behavior. As the drill with phonics continues, Frank remains focused on the task as well or better than any. His eyes are on the teacher's book, forearms leaning on table, one leg up on chair as he leans forward calling out words when his turn comes.

By the end of the year his teachers, like his grandmother, believe he has made considerable progress. In language he has developed a "wide vocabulary" and he has "moved from the middle to top reading group." The staff see him as having made "average progress" in number skills, writing and drawing.

Developmental Tasks and Style

Frank's energetic and involved approach seems to have resulted in his being successful in most of the tasks he has encountered this year. He seems to have the emotional security which allows him to relate to the adults in Head Start in an instrumental fashion rather than dependently. He accepts adult authority without difficulty. His achievement in the academic tasks has been good and he has been working on developing his motor skills. Although he finds some fine motor tasks difficult he has continued to try.

Frank has learned to relate with his classmates in cooperative and constructive ways.

Frank has chosen to play with large building blocks during this activity period. The block area is on the large braided rug. Three girls and four boys are involved here. They evidently have a favorite game which they begin immediately, without any verbal communication. The girls build a tall tower of blocks (4 feet high), the boys lie down on the floor next to the tower and the girls push it over on them. All of them jump up and down, screaming excitedly as they prepare for this event. 'Once the blocks have been pushed on the boys they get out from under, shouting and laughing, and help the girls build the tower again. While rebuilding, Frank says something to a boy next to him then hides his face in his arms. When the tower is built again the boys lie down and the girls push it over on them.

On some occasions he seemed to display real empathy for a peer.

As the children play musical chairs there is a scramble and the only boys left are Todd and Frank. Frank could have run around Todd and gotten the leftover chair because Todd, not comprehending the game, was standing in front of a girl saying, "You got my chair." But perhaps in deference to Todd's visual (and other) problems, Frank just goes over to sit at a table. He is the first one "out." He watches the progress of the game with no expression but when another child joins him he laughs and smiles.

How has Head Start helped?

The structured program with reinforcement for desired performance seems to have worked well for Frank. It is conceivable that in a less structured setting

this energetic child's behavior could have gotten "out-of-bounds." At the same time, the free activity periods provided the necessary outlet for energy expenditure in a productive fashion. The allowance for a certain amount of self-pacing kept Frank involved in his learning activities throughout the year.

OLEO CENTER

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OLEO CENTER

Oleo was initially an Indian settlement on Natchez Trail. There is considerable evidence of the Indian past, including an Indian museum and some Indian names, but no evidence of Indians in the community. There are cotton fields just at the edge of the city. Cotton is not an essential aspect of the work culture now that a number of small businesses and manufacturing concerns have located in Oleo. The Head Start children observed were all black but none had either or both parents employed in any kind of an industrial or manufacturing setting.

The city has a population in excess of 10,000 people, with a small but neat and attractive downtown business district and two shopping malls on either end of town. The expressway which by-passes the town has seemed to cause the downtown to be mainly for residents and there is evidence of increased business activity in the form of restaurants and motels at the access areas for the expressway interchanges.

There were obvious differences between among the residential areas of the city. Near the center is a new low cost housing development. Deteriorating homes and unpaved streets are evident. Even the new recreation center where the Head Start program is housed has been built in a hole cut out of a mud and sand hill so that the roof of the building is even with the top of the hill and the mud slides all around the building, making it very unattractive and difficult for the children to get out and around and up to the school's playground without getting really muddy. During the day the building houses Head Start and some programs for retarded children. There is a regular kitchen with a full kitchen staff, a combination auditorium and gymnasium with a stage at one end, a lot of classrooms and some offices. The rooms are small enough so that some of the sleeping cots at naptime have to be placed in the hall - lining both sides of the hallway.

Each classroom has a three teacher team and one aide. The teachers work with small group of children in activities involving numbers, language and reading skills. The program runs from 8:00 a. m., beginning with breakfast. Periods for games, singing and outdoor play. Lunch begins the afternoon schedule, which also includes "naptime", another snack and the passing out of papers the children have done at the center. The program ends at 2:45 p. m. when the children are bussed home.

THE CASE OF MARY E.

Birthdate: July 20, 1966.

Mary is a black child who is average for the particular group with regard to height and weight. Mary is described by her mother as somewhat physically weaker than other children which may account for her quiet and often "weak" response to teacher questions and directions. Mary does not volunteer much verbal interaction and was observed for long periods without saying anything. Mary often was viewed picking her nose and biting her fingernails. A faint smile was usually visible while she was doing this.

Mary arrived chewing gum, dressed in a white knit shirt purple cordoroy pants and boots, hair is in pigtails and little gold earings. She took a hanger and with"considerable effort," hung her coat on a hook.

When the prayer was said in unison by the children; James had hands over face and talked very loud. Mary folded hands and spoke very softly.

Mary was described by the teacher as neat in all ways. She was observed as the only child to request a cup to drink her milk rather than out of the carton with a straw.

Mary noticed a piece of chalk on the floor and without saying anything to anyone left her chair picked it up and put it in the chalk tray. Others in the room left many things lying on the floor. Mary seems very interested in having things neat.

Mary's mother works from 7:30 a.m. to 3:00 p.m. daily. Mary has one sister eleven years older than she is. During her early life Mary was cared for by a cousin while her mother went to be with her critically ill mother. Mary began walking during this time at thirteen months.

Mary's mother and father are divorced and Mary sees her father irregularly but looks forward to it when she does and sees her grandmother and grandfather regularly. Mrs. E. wants Mary to finish school if she can, get married have a family and live near her. At home, Mary likes to play with a toy telephone and dolls the best. Her playtime is spent with her older sister mostly. She has the chores of picking up her clothes, emptying the garbage and sweeping the floor.

The cumulative record data indicates the family income is $2,098.00 per year which the mother earns working at a laundry. The family is not receiving any welfare and no support from the father.

Mary E. appears healthy at this time although her mother reported she has had a series of illnesses including colitis and asthma. She is currently under a doctor's care to gain weight. Mary's physical coordination is good in both large and small muscle activities. She is good at ball games and is chosen to participate with boys and girls alike. She also is good at the finer muscle involvement of printing and seems to enjoy this activity.

Mary has not been absent in Head Start very much. She often does not eat all of her meals at the Center. Mary was described as "sleepy" early in her Head Start experience. It was found that she was going to bed late. She began getting more rest and the teacher said she improved alot.

Concept of self and the world

Mary has developed a concept of self that says that "I can do it" when referring to certain intellectual and physical skills. She reads confidently and participates in the language arts skills with eager confidence. She corrects others and will take correction from them.

She has become able to make statements about herself and adhere to them. When she is not finished with a paper she states so vigorously and will not allow another to take it from her until she finishes. She even fights to keep the paper.

Mary has a picture of herself as a person to keep things neat and in order which is more like a mother might do. She straightens things up quite a lot and does so without teacher or peer recognition. The teacher asked Mary to show others around her how to do certain things which she quickly did and with apparent pleasure, smiling broadly.

Mary seems to feel that each person needs to be helpful to everyone else to make things go well and smoothly.

Following the exercise time:

Mary was one of the first children in the room; she ran to the bathroom, washed, then asked the teacher if she could pass out paper towels. (The teacher cut paper towels in half as a savings.) She was handed the towels and stood and handed one to each child.

Following breakfast:

She picked up her bowl and held it in one hand then got up and put it with other dirty bowls the teacher had collected. She was the only child who carried her own bowl. She then went to a sink and washed her hands and face. She was the only child to wash after eating.

In Mary's world, adults especially are important and you should try to please them.

Mary stated while doing the math paper that she knew how to spell her mama's name and that she was doing her paper nice for her mama. No one responded to this and Mary continued working silently only stopping occasionally to pound the table with her pencil.

Mary understands the world as a place where orders are given and rules are made and children are expected to follow them. Mary has learned this concept and follows orders without question. Mary has also learned that when one gives the right answer or does the right thing she is praised by the teacher and often rewarded.

The aide showed the group a picture and asked "What appliance is the

repair man fixing?" Mary and the others in her group yelled, "vacuum cleaner!" The aide flipped the card and said, "Name the parts of a garbage can!" As the aide pointed to the parts, the children responded, "Handle, lid, can!" The aide remarked, "Boy, you must have taken a smart pill this morning!" Mary and the children in her group giggled. The aide gave each one of them a token.

The language aide flipped to another card, and said, "Find the picture of ghosts." Mary leaned out of her chair and pointed to the correct picture. The aide said, "Right," and gave Mary another token.

How others see Mary

The world's concept of Mary is of a child who is competent, trying usually to be helpful, seldom having to have her behavior corrected and not too healthy. Her mother is quite concerned about her health although the peers and the teachers involved do not seem so concerned.

The teachers and the aides came during the year to expect an accurate response from Mary and at times seemed to call on her when they wanted the correct response given.

In the language group, Mary was seated next to Brenda. Brenda said, "I know how to do the number take-home." Mary smiled and responded, "I know them, too!" At this point, the aide began the language lessor by holding up a card with pictures of different kinds of pencils. The aide said, "Find the pencil that is skinny and not broken." Mary pointed to the correct picture. The aide added, "Now say, 'This pencil is skinny and is not broken!' Mary repeated the sentence, "This pencil is skinny and is not broken!" Then Mary pointed to another picture and said, "This pencil is fat!" The aide said, "Good," and gave Mary a token.

The peer group accepts Mary and views her as competent. Boys willingly and eagerly participated with her in games. She appeared to be in competition with certain of the girls in the class and would get angry, yell and sometimes hit when she was not first or best.

The teachers and aides believe that Mary has come a long way in the program and has been helped a lot by the Head Start experience.

Developmental Tasks

Mary was working on several developmental tasks during this year. Relating to authority, separation from mother and establishment of a role in the group seemed to be taking most of her effort.

In addition, she was working on the task of learning certain academic skills such as reading, counting, adding, subtracting and printing. The academic skills she was learning most clearly, using a particular style of careful listening, practice and observing what others were doing.

The task of relating to authority poses greater problems for Mary. Her close tie to her mother limits the authority others have over her. Though she began to be responsive to all adults around, her greatest responsiveness was to adult praise and attention.

The task of searching out a role for herself in the group was worked on in a variety of ways. Her greatest success, however, occurred when she assumed a mothering type role - helping adults and children with tasks, a way of behaving which definitely was not a norm for the class. She was somewhat possessive of this role once she began to assume it and wanted al[illegible] recognize how helpful she was.

Liabilities and assets

Mary seems likely to have certain health problems related to her being somewhat underweight and undernourished. She has the handicap of being without a father or any male in the home. Her mother is concerned about her almost to the point of being overprotective. The mother desires to have her stay rather close to her and thus Mary engages in a lot of mothering of others which may be a liability to her at some time.

She does have certain assets. She follows directions easily and well. She has good coordination in both large and small muscles and thus participates easily in games and academic and creative activities. Mary has initiative to do things on her own and once told how to do certain tasks does them over appropriately without being told.

Her mother's interest in her welfare is also a definite asset. The type of Head Start program Mary is in serves her well as she does not seem to need as much physical activity release as other children might. Also, there is ample opportunity for her to be helpful to adults which enhances her self-image and from which she observes and learns how individuals can learn and may behave.

How has Head Start helped and what further might be done?

According to her mother, Mary likes to go to Head Start and Mrs. E. is pleased. She can think of nothing to change. Head Start has been enjoyable for her and has introduced her to a good school experience at the same time allowing her access to getting away from home and the rather tight control of her mother.

Mary has learned how to get along with agemates in Head Start. She also has a clearer picture of the competitive nature of many educational settings. She has learned to think through responses which are declared to be wrong and to get pleasure from giving the correct answer and being praised both individually and as a member of agroup.

Head Start might have been more hlepful to Mary by providing more opportunity for divergent thinking and acting. A greater opportunity to be a child rather than a young adult might facilitate her full development.

Adult males in the program setting would certainly facilitate Mary's development. Male figures would appear particularly helpful in the academic areas where rule statement and enforcement are required.

THE CASE OF HARRY J.

Harry J. is a medium build black child who does not talk much with the other children and plays mostly in a parallel fashing. Upon arrival at school he looked less energetic than some of the others but the observer later viewed this as an expression of apprehension rather than a lack of energy.

The following description of Harry provides a picture of Harry on one particular day. The lack of communication even when questioned directly by teachers was repeated many times.

> Harry arrived at 8:10 dressed in black pants, green shirt, grey sweater and tennis shoes. He hung up his grey leather coat. When asked by the teacher if he had watched TV last night, he said, "No." She quizzed, "Are you sure?" Harry said, "Uh huh," with a blank expression and then went to the table where children were playing.
>
> The teacher asked all who wanted breakfast to come to the table. Harry leaped up, put blocks on the block table, went and sat down. While sitting he looked around watching everyone with his mouth open part of the time and a grin on his face. The rest of the time he was sucking his thumb.

Harry is well coordinated and has reached a physical development level which allows him to perform some physical feats others cannot. The teachers do not always respond positively to these abilities.

> During the language class, Harry fidgeted, grimaced and responded with the wrong sound and word. The teacher kept telling him to settle down. He finally asked to go to the bathroom and he was gone three minutes. He came back, sat down by throwing his leg over the back of the chair and sitting right on the work paper. After the teacher angrily told him to get up off his chair, he leaned back on one leg of the chair.

The following data regarding Harry's family was collected from interviews with his mother and the accumulative record folder kept on Harry.

> Harry has five sisters and one brother. They live in public housing where the two brothers share one bedroom. There is one bathroom for the entire family. Both Harry's mother and father work. The mother's hous are 2:00 to 10:00 p.m. weekdays and Harry's father's 8:00 a.m. to 5:00 p.m. A twelve year old daughter helps to prepare and feed the family at dinner.

Harry's father works at a car wash and receives a yearly income of $3,500. The family is intact and receives food stamps support but no welfare aid.

Harry is described by his teachers as being healthy. Although mention was made of an improvement in hearing the observations made suggest no hearing problem but rather an inability to attend to too many things at once

> A visitor in the classroom was taking pictures of the children in the class as they were finishing breakfast. The teacher started to call the roll. She said, "Harry J." Harry was eating and watching the camera-woman. He did not answer the teacher. The boy seated next to Harry answered for Harry. Harry did not even notice this. He kept on eating his eggs and staring at the camera-woman. The teacher finished calling the roll.

Harry seems to have a great deal of physical energy to be expended with the result that he was observed often engaging in physical activity

> Harry returned to his seat. He rocked in his chair and stared open-mouthed at two visitors in the class. He took his finger and banged it on his front teeth. The rest of the children did their arithmetic seat-work.

Harry has a good appetite and eats most of what is offered even though others might not choose to eat so readily.

> When the teacher asked the children to come sit at the table for the morning snack, Harry was the second one to reach the table. As he waited for his cup of juice, he pulled on his ears and made them wiggle. After he was handed the juice, he drank it quickly. Then he asked, "May I have some more juice?" He was given a second glass of juice. One child said, "This tastes salty." Harry responded "I like it." He drank his second cup of grapefruit juice.

Harry likes to run and is well coordinated in that activity.

Concept of self and concept of the world

Harry has a concept of himself as a person who can do things. When he answers questions he often yells the answer confidently

> The aide asked the children to find the first period in the reading lesson. Harry raised his hand and yelled, "I got it! I got it!" He stood up and showed the aide. She smiled and said, "Good." Harry sat down again.

Harry also views himself as a person who may not be wrong even if an adult tells him that he is and seems to have a lot of confidence in continuing to what he wants or denying that he is wrong.

> The children were eating their breakfast. Harry arrived late. The teacher said, "You came in the wrong door." He smiled and shook his head.

> Bernard was given a token for sitting up straight in the reading

group. Harry wiggled in his chair and rubbed his eyes. Then he drew circles with his pencil on his reading lesson. The aide remarked, "You know we don't do that, Harry." He stopped making circles, threw his head back and yelled each word in the reading lesson with the rest of the group. One of the sentences began with the word, "He." The aide clapped, the children hit the word and yelled, "He." Twice Harry said, "Had." The aide asked, "Harry what is that word?" He responded, "He!" The aide commented, "See, Harry, you knew it all the time!" He smiled.

Harry also has a concept of himself as a person who can do the right thing when he wants and will respond differentially depending on the type of treatment he recieves. With one teacher he was admonished for not sitting properly and for not paying attention while his behavior in another group was the opposite.

Harry counted from 4-6 correctly and was given a token. He tried to give the token back several different times, but the teacher didn't accept it, but told him to put it away - he did.

Harry's behavior in the two groups thus far has been very different. He is very attentive and gives the "right" answer.

Harry received another token - Teacher, "I like the way you are sitting in your chair." He made no remark but put it in his token container

Harry's concept of the world is that it is a place of lots of rules and regulations but some are more important to be followed than others. He has a world's concept which says that there are a lot of people who ask you questions and that when you answer correctly, loudly and enthusiasticly you get rewarded with a token which you can exchange for toys.

Harry said the responsive sayings in unison with the rest of the children When he received a token for saying it loudly, he stuffed it in his pocket, smiling.

Harry further has a perception of the world as a place where peers can be asked to judge your performance and it can feel good when they say you are right or good.

Harry was in the reading group which was working on sounds with a group of seven children. Harry was asked to sound the R sound and responded with"rrrrrrr." The teaching aide asked the group, "Is he right?" They responded "yes" and Harry seemed pleased as he smiled.

How others see Harry

The world's concept of Harry is that of a child who has a lot of energy and moves around even when he is supposed to be sitting still. The world's picture is of a child who often knows the answer but is not doing too well in reading and thus was placed in the lowest reading group.

The world perceives Harry as hungry. He likes to eat and is ready for every meal and every snack. Harry is often the last one to finish eating and will ask for seconds whenever this is possible.

The teacher walked over to Harry with an extra bowl of cereal and bananas, poured milk on it and handed it to him. No conversation occurred. He immediately began eating this second bowl.

The world sees Harry as having good coordination with both large and small muscles. He is also seen as responding well to verbal directions given by adults and to seeking positive attention from adults as well as responding positively to adult praise.

Developmental Tasks

Harry is working on several developmental tasks related to academic and intellectual development. He is learning the sounds that various letters in the alphabet make and is able to discriminate sounds well.

Bonnie was called on to give the sound of the letter d - she didn't know and the teacher aide said, "Look at this sound," but it didn't seem to help her. Harry raised his hand but the aide said, "Harry, put your hand down!" Harry did. Shortly after this he was called on to give the $\bar{e}$ sound. He responded "eeeeee" and got a "very good, Harry" from the teacher aide.

Harry is working on a task of learning to get along with the adults around him and particularly those whose authority he may not like or trust. Harry's style is one of treating authority figures differentially and thus he gets differential treatment from them.

The children recite the equation $4 + 2 = 6$ over and over at the teacher's instruction of "Again, again, again." After the group had finished Harry repeated this using the vocal inflections of the teacher and her hand gestures.

Harry is also working on the developmental task of growing up physically. His high level of food intake is evidence of a growing organism. He is also testing out foods somewhat and making some discriminations based on new eating experiences.

He helped himself to all food except the celery saying, "I don't like that stuff." Harry ate every bit of his lunch; when the teacher offered the observer another hamburger, then Harry said, "I want another one." He repeated this twice and other children chimed in. The teacher didn't respond but brought around hamburgers cut in thirds for the children who wanted one or were ready at that moment. Harry put at least two teaspoons of mustard on his third of a hamburger, some of which spilled into his plate. He took some more vegetables and mixed them with the mustard and ate all with apparent enjoyment.

Harry is learning that books and stories are store houses of information, knowledge and experience. He is eager to have the teacher share this with him and others.

The teacher aide asked, "Do you want me to read you a story?" Some said yes and some said no. Harry jumped to his feet and tugged at the teacher's aide's hand saying, "I want a 'tory - read a 'tory."

Liabilities and assets

Harry is aided in the accomplishment of his developmental task by a number of things. He has teachers who care about his growth and development and who provide him with many and varied experiences. He gets alot of individual attention although some of this is negative. He is viewed as disruptive to some extent and is told regularly by some adults that he is behaving improperly.

Harry has an intact family which shares in his experiences and which provides him with the support of normal functioning. He has many role models for the development of his sexuality and appears confident in his growth as an adult male.

Harry has certain things he is up against such as a program which does not allow for the expression of physical energy as often and at the level which might be suggested by his organism. He also has a program demanding long spans of attention which he is not always able to provide. He has a speech problem which needs attention, but so far no attention has been given to it.

How has Head Start helped?

Head Start has helped Harry most by providing him opportunity to develop his educational skills particularly in reading, language and math. It has helped him in learning to respond to adult questioning in group settings. He has also been aided in getting along with peers, in sharing responsibilities as well as the attention of the adults around him.

Head Start has provided Harry with the opportunity to develop his speech with the considerable emphasis placed on learning the sounds that various alphabet letters make.

Finally, Harry has learned to respond to authority figures with respect and to follow established rules and regulations and to help others with this task.

How might Head Start have helped?

Head Start could have been helpful to Harry by providing him access to a speech therapist. A further important aid would have been to provide him more free time for physical activity and energy release this way Opportunities for Harry to express himself in various creative activities would have been helpful to his total optimum growth and development.

THE CASE OF BARBI S.

Birthdate: December 29, 1966

Barbi is a small black girl who was described by her teachers as "above average" for her group. She was also described as "babyish" and often was observed sucking her thumb.

Barbi gets along well with others in the room and was described as no behavior problem. She was described by her teachers as obedient and careful.

During one day at Head Start,

> Barbi was dressed in a flowered "jumpsuit" with sweater. She had three pigtails on her head, and wore white socks and patent leather shoes.

She was observed as being the last to finish breakfast and drank her milk directly out of the carton rather than using a straw.

> When the table was being washed off with a wet rag, Barbi held her hands up so as not to touch the wet table with her hand.

Mrs. S., Barbi's mother, has given the following description of Barbi.

> Barbi likes her doll, her wooden telephone, and little games. She enjoys TV (expecially I LOVE LUCY) and the music on the radio. She listens "all right" most of the time, but if she misbehaves she gets spanked. She seldom cries. She "seems to have good health" and "is real lively." Barbi was a "little over a year old when she walked and talked." She was about a year and a half when she was toilet trained. Presently, in getting dressed, Barbi still needs help with her shoes and socks.

Barbi was born on December 29, 1966 in Oleo. She has lived in a low-income housing development since her birth. Barbi has four brothers, ages 9, 7, 6, and 2. She has no sisters. Barbi's father is a laborer in a local industry. He has an income of $4,634 per year. Barbi's mother is a house-wife. The family is not receiving public welfare.

Mrs. S. reports that although Barbi's brothers "tease" her a great deal during play, "she won't hardly play with anybody but her brothers." Occasionally Barbi plays with her cousin - her only female playmate. One of Barbi's older brothers was in Head Start and the hope is that her younger brother will attend.

Barbi's perception of her role in the family is that of a "junior" mother to all the brothers. This role perception carries over to the Head Start classroom where she often plays in the housekeeping area and is able to get boys there to "boss" around.

> Barbi used the rolling pin to sweep the floor and the boys said, "Let the mama do that." When Reggie didn't move too fast, Barbi gave him a hit on the legs with the rolling pin.

Barbi was described by her teachers and her mother as being healthy and energetic. This was observed as she ran about the room in the free play time provided.

The teachers further stated that Barbi eats and sleeps well. She did in fact eat the meals provided while the observation of her was occuring. One teacher said that she sometimes has a poor memory for certain things and also that whenever she complains of being hit she says, "someone hit me in my stomach."

While Mrs. S. made no mention of Barbi's thumb sucking, the teacher and aides seemed quite aware of the behavior. Center personnel sometimes turned the behavior into an "emotional issue."

> Worksheets are handed out and then they hand them back as they get ready for the next activity. Just before the worksheets were handed out, the teacher told Barbi to take her thumb out of her mouth. Barbi rather shivered all over. Teacher said, "That makes you mad, doesn't it?" She made no comment.

Concept of self and world:

Barbi has a concept of being able to do things which are helpful to others. The things which are usually chosen to be done are related to a concept of herself as a female in the traditional female role - mother.

> Barbi came back with another girl, yelling that the water in the bathroom won't turn off and her hands were still wet from not having been wiped dry.

On another occasion:

> Barbi was very carefully putting napkins out even though she was not chosen to be a "helper" today. Reginald (the appointed "helper") was playing with a threading toy, throwing it out and pulling it back as Barbi worked around him.

As Barbi gets alot of reinforcement for what she can do she has a perception of herself as a good learner. The teachers describe her as getting along well with others and listening well and as she was observed, these statements were validated.

> The teacher handed ditto sheets to Barbi and the two boys in her arithmetic group. She worked slowly, copying the printed numbers. She did not look up from the paper as she worked. When she finished, she smiled, held her paper high, and handed it to the teacher. The teacher gave her a second arithmetic sheet to work on. Barbi made a mistake and erased it. She picked up her pencil held it between her third and fourth fingers and began to write again.

Barbi sees herself as not always doing the correct thing and realizes that when you do something wrong you may need to "cover up" for your mistakes.

> The teacher asked, "Barbi, what is this word?" The teacher pointed to the word "feet." Barbi said the letter "f" was pronounced with the sound "ah". Barbi struggled to get the word. The group figured out the word and yelled, "Feet". Barbi repeated, "feet". Then she coughed.

A further example of a "covering up" for her mistakes is included in the following anecdote about her printing.

> The teacher handed Barbi a sheet with her name printed on it. Barbi tried to copy her name. She made a number of errors, and had trouble erasing each time. She handed the unfinished printing to her teacher, and stuck her thumb in her mouth. The teacher printed "BARBI" again. She started once more. The teacher pointed out that she had printed "BABBI." She stuck her thumb in her mouth for a minute. Then she erased the second "B".

Barbi recognizes that classmates will reinforce her when she does a good job and the teacher promotes the reinforcement.

> The aide asked each child to read a sentence by himself. Reginald read first. The second sentence was Barbi's. She stumbled through the words, "So she gave him a sock in the nose." The aide assisted her with each word. At the end of the sentence the aide shouted, "Barbi got it right! Good, Barbi! Let's clap for Barbi." The group clapped.

<u>World's concept of Barbi</u>:

Barbi is viewed by the world as a child who listens and follows directions and who gets along with her peers. Barbi's peers view her as someone to tease and chase who will hit them if she gets mad at them.

She is also viewed as a child who has alot of correct answers and will do things correctly if [illegible] of her mistakes. Barbi is viewed as being "babyish" which is expressed in her thumb sucking although some of the adults are beginning to believe the thumb sucking may represent insecurity.

The adults in Barbi's world view her as flirtatious and at the same time not afraid to voice an opinion and to tell an adult or child how things should be done.

> As I stood in line for lunch next to Barbi, she said, "Only take one straw." The aide overhearing this comment informed me that the children were told to take only one straw but that the teachers could have two. Barbi watched as I took one straw.

The world's conception of Barbi is that she could do better and neater work. She is often asked to do things over again, although they view her as having alot of potential that can and should be realized.

Developmental Tasks

Barbi has been working on a number of developmental tasks related to educational and intellectual development. She has been working on the task of getting ready to read by learning the sounds the various letters make. She has not been too successful with this task. Other educational tasks have to do with adding, subtracting, doing work to be evaluated by a teacher, answering questions posed by a teacher and answering in unison with peers when called upon to do so. She is also working on the task of printing, coloring in the lines and erasing and doing the work over when incorrect.

Other developmental tasks which Barbi is working on involve her relationship to authority figures. Barbi's perception of the female role as director and even dictator seemed to put her in competition with other females (the teachers) and she did not always respond to their expectations and demands quickly or willingly.

> Before Naptime the children were to recite the pledge of allegiance. Barbi sucked her thumb as the teacher, aides, and a few children repeated the pledge. Then she lay on her mat for a nap.
>
> When Barbi looked up and noticed Reginald's paper, she tapped on it with her pencil (eraser). When he had finished and held it up, she hit his paper with her pencil again. She worked at her task but stopped whenever the teacher left the table or wasn't looking at her.

A further developmental task of Barbi's during this time was the establishment of an appropriate comfortable relationship with her peer group. Although Barbi seemed to relate more often and better with boys she seemed to be bossy and sometimes to be left alone and her relationship with others highly questionable. At rest time,

> Barbi was on a mat next to Reginald. She pinched Reginald. He pushed her. Barbi lay on her mat for a moment. Then she crawled toward the room divider, so she could be closer to the music sounds from the next room.

Earlier, during the language lesson, Barbi had gotten up to get a kleenex and she came back with a bleeding scratch on her arm which Jackie had done to her. The teacher made little comment then and Barbi kept looking at it and holding it up to show the teacher. After the lesson was over, a great deal of verbal "to do" was made over the scratch - teachers talking loudly and judgementally about Jackie, the child who had done it. Nothing was done about Barbi - only talking about the whole process of the scratch occurring.

Adjustment problems and assets

Barbi's style of working presents both an asset and liability for her. She tends to work at most things in the way she percieves adult women do. This is working in helpful ways passing things out, picking things up etc. She is rewarded for this mothering role. Her mothering, however, interferes in her peer relations particularly as she tends to treat boys as people to boss around. This results in the boys teasing her until she takes aggressive action to stop them.

Her other assets center around having supportive teachers and family. Her family is intact including a father and they like each other and do things together.

The family presents the one liability of providing her with four brothers and no sisters. She has only the female competition of her mother, therefore and has become accordingly, a "junior mother."

At this time her thumb sucking is beginning to be a liability. It is not seen as something which might provide her with security but instead is seen as "babyish" and something which must be stopped by Center personnel.

An asset of great importance is an open, infectious countenance and manner which results in alot of positive attention and reward. She is noticed by others and looked to for certain leadership qualities she possesses particularly during free time.

How has Head Start helped?

Head Start has helped Barbi most in the area of having to relate to peers, particularly female peers. Also it has given her considerable help educationally and has certainly been good preparation for school for her. She expresses herself well verbally, can follow directions, and knows how to carry out orders, all of which will be helpful to her in school and other things in the years ahead.

Barbi's mother when interviewed offered the following:

Mrs. S. "likes Head Start fine." Barbi talks about it all the time." She brings home her "take-homes" and reads. Mrs. S. wants her daughter to learn "how to read and write and how to train to do things" in Head Start. One of her older sons was in Head Start last year and she hopes for her youngest son to be in Head Start in several years. Mrs. S' hope for her daughter is that she will "grow up to be nice and have nice ways."

What might Head Start have done?

The few things which might have helped Barbi would relate to offering her females' role models which were not only the mother role but roles which would put educational endeavor in proper perspective. A Head Start program with more time for free response and physical activity would have been helpful to Barbi. She has benefitted significantly by all aspects of Head Start.

THE CASE OF CHESTER R.

Birthdate: February 5, 1966

Chester is taller than most of the boys in the class. When he arrived at school he was dressed neatly with new looking shoes. Chester loves nature. "He likes bugs and worms better than pets." Chester enjoys cartoons, but does not care for the rest of television programs. He likes to dance to music on the record player. His favorite toys are "little cars, things he can put together, stage coaches, Indians and play monsters."

Chester is a happy child who is beginning to talk more and to let you know what he wants. He is not as shy as when he was younger but has an appearance of reserve - he walks and talks slowly. In most observations made of Chester a recurring notation was that he looks around watching others before and during any action he takes.

When Chester works at seatwork or other activities directed by the teacher he does so with his mouth open. If the work involves using a pencil or crayon "he holds it wrong" according to the teacher and has to be corrected.

Before breakfast was served he sat in a chair, leaned back and stared at the ceiling. When two other children joined him at the table he looked at them with his mouth wide open but he did not talk to them.

The aide pulled the names to determine who would be "Today's Helper." Chester's name was pulled. Smiling, the aide said, "Chester will take out the garbage today and put it in the box." Chester listened with his mouth open but he did not respond. He put his hand to his mouth and walked over to an empty table. He sat down, leaned back in the chair and stared around the room.

When Chester finished reading he placed the book on a shelf. He got another book, clutched it to himself and smiled. He began to look at the second book. His mouth was wide open.

At one point the teacher noticed Chester was holding the crayon incorrectly. She said, "Chester, hold the crayon the right way!" He rested the crayon on his third finger with his thumb and index finger on top. "Isn't that better?" the teacher asked. Chester did not respond. He continued to color.

Chester is physically well coordinated and developing some important physical skills. He raced and won one race with obvious delight. He can run fast, hop on one and two feet and seemed genuinely pleased with his physical prowess.

Chester has four sisters, ages 17, 14, 12 and 3 and two brothers, ages 16 and 7. He is the youngest son. The father works as a laborer with an income of $3,700.00 per year. The family is not receiving public welfare.

Chester lives at home with his parents, his sisters and his brothers. Chester sees his grandparents daily. He lives one and one-half miles from school in a house with two acres of land surrounding it.

At home, Chester plays outdoors a great deal. For the most part, he plays well with his brothers and sisters and shares easily. Chester likes to paint with colors and he "stays inside the lines." He likes to ride his bicycle and the four horses they have at home.

Chester is "corrected by spanking" at home. Most of the time he will do something he doesn't want to do but he may cry for awhile first and have a temper tantrum.

Chester is seen by his mother as "a very normal child who likes to be a part of home, who tries to do what you do and who observes pretty good. He is a little shy-like." His parents hope he will finish school, college, and then take up art. His brother, mother and grandfather are all good at art and Chester "can express self in art." The family hopes he will stay in the area.

Chester does not talk about his family very much but he does have some positive comments when he does.

> At lunch Chester ate his fishsteaks, beans, slaw and drank his milk. He did not touch his biscuits. When the aide asked him why he answered, "Because my mama makes better biscuits."

Chester had a normal birth. He started talking well by the age of one and a half. At the age of one year and a half old he had an accident on his bicycle. He cut his tongue and lost two front teeth. After that he wouldn't talk for a long time. He was teased at school about his speech when he first started this year. Since being in school and since his new teeth have started coming in he talks more. Chester has two uncles who "don't talk too plain," according to his mother.

Chester has had "generally good health." Although he has had childhood diseases he was "never really sickly." He sleeps well at night and sometimes takes naps for two or three hours in the afternoon. He walked at ten months and was toilet-trained at a year and a half.

Chester does not have "too good an appetite" and complains of stomachaches when he is "embarrassed." He has seemingly limitless energy as evidenced by his running any number of races as long as there was someone to run with him.

Concept of self and world.

Chester's concept of self is that he is a person who is under the control of others but may have some self authority or decision making within this broader control. When asked if he wanted breakfast he was able to refuse although all of the other children were eating.

Chester is beginning to have a picture of himself as a person who can do things on his own and initiate both individual and group activity which represents growth from the beginning when teachers referred to him as "very shy."

During exercise period in the gymnasium, Chester, Jerry and Sara engaged in the following spontaneous activity which depicts Chester's initiative and ability to play interactively.

> Jerry, Chester and Sara started running tandem. Jerry was the leader. Chester yelled, "Let's catch Jerry." He and Sara grabbed Jerry and backed him against a wall. Sara searched him from head to foot. Suddenly Jerry ran off. Sara and Chester tried to catch him again. Chester stretched out on the floor and hid. As Sara ran past, he grabbed her dress. She Shrieked and giggled but got away. Chester got in the game of chase again. Several times he lost his balance and fell down. After getting up from his fall he suddenly turned and started running in the opposite direction. Sara and Jerry started chasing Chester. In several minutes they tired and sat on chairs. Later, Chester and Jerry began another game of chase. Chester caught Jerry, pushed him down and rode him like a horse. Finally, Chester tired, they sat down on chairs and watched the other children play.

> Chester gave clear evidence of a growing concept of self related to school of "I can answer questions; I know the right answer and I can correct others when they are wrong."

> Next the aide held up a picture of a rake. The aide yelled, "Why does the rake have prongs?" Chester yelled, "To get the leaves up!" It couldn't get the leaves up if it didn't have bristles!"

> Later: The aide showed the group a picture of a car. Chester rocked back and forth in his chair as he shouted answers. The aide said, " "What is this?" Chester responded correctly, "Frunk!" When the aide pointed to the steering wheel one boy called it a "spinning wheel." Chester heard this and said to him, "No. a car has a steering wheel!" The aide pointed to more parts of the car.

Chester has also developed a concept that he can read and that he can read well as evidenced by the remarks of the teacher and the support of the other children.

> The aide asked each child to read a sentence by himself. First she said, "The period tells us we are at the end of the sentence. Where is the first period?" Chester found the period first. The aide said, "Good Chester, you can read first." Chester read, "He said 'give me a hat or a sock.'" As he read the other children hovered around him. He needed help only once. At the end of the sentence the aide clapped loudly and shouted, "Good." Chester smiled and listened as the other children read their sentences.

The concept of the world which Chester has is that the world is an orderly place where there are right ways to do things and people to tell you if you are doing them right. He also has a picture of orderliness in the world which determines the way you engage in certain spontaneous activities.

When Chester finished his three worksheets he was given one of them back to draw a picture on. He drew a very "structured" building with lots of windows. He moved and drew carefully, leaning over the page and sticking his tongue out while working.

A further concept of the world is that going to school involves a lot of activities with very little free time. Chester sees that he and some children do what the teacher thinks is right while others are not. Chester spent a lot of time observing the behavior of others while working even to the extent of being sure he was on the same page as others in all work he was doing. Occasionally Chester would look ahead in his coloring book but he always colored the same page as the rest of the group.

World's concept of the child

The world's concept of Chester is that he was very shy but he has begun to be more independent and can be expected to behave with care and concern for the others and the rules. He is further viewed by the teachers as learning to do the learning activities well. He is called on by the teachers to answer questions which he does freely.

Chester sat forward in his seat as the aide pointed to the various letters and words. Smiling, he got each sound and word correct. At one point the group struggled with the word "him". Chester pronounced it first. The aide said, "Good Chester." As she pointed to the word "to", the aide asked, "What is the word?" He responded, "To." "Good," the aide answered.

The other children in the classroom see Chester as a child who sometimes has the right answers to questions and is usually quiet and well-behaved. Two of the children see him as someone to play with in free time and Jerry and Chester do a lot of wrestling and hitting and scuffling around.

The children see him as one of the better runners in the room and one who can win races. They also see him as a generally well-coordinated child. He is often seen resting and looking around, not often engaged in the "thick" of activity.

Chester is seen by his parents and family members as a child who is growing up, developing some academic skills and is particularly good in art. They see art as a career activity for him.

Developmental Tasks

Chester is working on the developmental tasks of getting along with agemates and learning to play interactively with them. He is learning to share and learning to compare and contrast his ways of doing things with others.

Additional tasks are learning to get along with and respect authority figures. He has changed from being very shy and often sitting on the "sidelines" where his behavior was never called into question to stopping immediately when the aide called him down for "fighting." Chester has developed a perception of authorities as persons to be listened to and obeyed.

Chester has worked on the task of adjusting to a highly structured and organized day. Prior to Head Start the only structure had been weather and/or the schedule of certain television shows. The program does not allow much free time and thus he has developed the practice of running and playing hard during free time and often sleeping during nap time.

Chester has also worked on certain intellectual tasks and has learned to read, count, add, subtract and print his name, numerals and certain words.

The style which Chester has developed for working in this particular setting is to often sit back and watch, listen and obey the teachers and aides, take his cues from those around him so he is generally functioning with the majority. His style represents a definite asset as he works intently when he works, plays "hard" when playing and sleeps during nap time.

Adjustment Problems

The adjustments which Chester faces and those things which he is up against are represented most clearly by his speech problem. He is sometimes teased, sometimes misunderstood due to speech difficulties but he is not receiving any help with this. His shyness, covering his mouth and initial reluctance to speak out are the result of the speech inadequacies.

Assets

Chester has much going for him and the assets seem to outweigh the liabilities. He has parental and family support for most any developmental gain he evidences. He has the support of teachers in an atmosphere in which great educational gain is being attempted. He has friends within the classroom and has learned how to engage them in appropriate physical and emotional release activities.

Chester is tall and will probably be a big man which should prove to be an asset. He seems to have the ability to learn intellectually and has certain desire to grow educationally. The prognosis for Chester's future seems quite positive.

How has Head Start helped?

Chester's parents have been very positive about the value of Head Start for him. This plus the general positive growth the teachers note for him suggest that Head Start has been helpful to him. Throughout, the parents have been supportive, particularly of those program aspects which have aided him in not being so shy and those parts of the program aimed at getting him ready for first grade.

> As his mother says, "The teachers are doing a great job with Chester in Head Start." His grandparents, whom Chester sees daily, have noticed that he is less shy since he began school. Chester is a happy child who is beginning to talk more and let you know what he wants. His parents credit Head Start with this progress. They

appreciate how Head Start is helping him get ready for first grade. If they could wish anything else of Head Start it would be that Chester would receive help from a Speech Therapist.

When the teachers were interviewed they reported the following growth and development.

Chester was "real shy," but he "plays more now with others than he did at the beginning of the school year." "He used to cry every morning, now he doesn't.""He is obedient and smart but he has a speech problem."

Information from Interview with Language Aide - Chester is "good on knowing what's what. He always comes up with the right answer." "Other children make fun of the way Chester talks." "Chester talks softly." "He is no longer as shy - and at times he even has to be told to sit down." "He is doing well in reading."

What more might Head Start do?

The only things which might be done for Chester would be in the area of helping him with his speech difficulties. A speech therapist would be most helpful. In addition to this, a slightly modified program to aid Chester in getting along with his peers as opposed to focusing so fully on academic skills. Head Start has been a meaningful experience for Chester, one which will be more fully recognized as valuable when he gets into the regular school setting.

DELTON CENTER

Teams:

Joan Hunt
Linda Putnam
Harry Green
Charles Flatter

DELTON CENTER

Delton is a large growing Eastern city. The suburbs of Delton contain beautifully kept, expensive homes. As in most cities the buildings and homes become less impressive as one nears the center of the city. The Head Start classes are located in a church in a part of the city which is both residential and commercial. The streets are narrow and the houses and stores front on the sidewalks. They are row buildings made of red brick and their condition is good. The shops, about one or two per block, are well kept groceries, restaurants and dress shops. The area is dense but well kept. The church itself is old and large, occupying most of the block. The school is in one wing of the Sunday school rooms and is cut off from the front office and sanctuary areas by a long hallway. The teachers, parents and children enter the school from a side entry close to their rooms. The facilities include three classrooms, a kitchen, a dining room, three bathrooms and a basement.

The classrooms are adequate in size to accommodate the 17 to 18 children enrolled in each class. The general appearance is one of age and wear, the walls are a drab off-pink and marked, the floor is covered with wood-simulated linoleum. Cupboards divide the rooms into areas. The block corners contain a large rug, sets of shelves of wooden blocks in good condition and sets of shelves of small, generally broken toy cars. The housekeeping corners are well equipped with furniture made of wood and in good condition, stove, refrigerator, dish cupboard, low table, sink, two doll baby beds and a mirror. The plastic dishes, dress-up clothes and dolls accompanying these areas were shabby and sparse. There were small bookcases and rocking chairs for a reading corner, the books are old, torn and mostly the small golden book variety. Long tables in the middle of the rooms contained paper, scissors and paste as well as old magazines for cutting. The walls held charts of pictures cut from magazines and pieces of children's art work matted on colored paper.

The teachers have had training in elementary education and have worked in the Head Start program for several years. The program employs an aide in each classroom as well as "foster grandparents." On some days volunteers from the community may help out.

The program encourages motor development, language and concept development, relying on a certain amount of self-selection by the children. The daily schedules are divided to provide time for activities.

7:30 - 9:00 A.M.	Arrival, free play.
9:00 - 9:30 A.M.	Breakfast (cold or hot cereal and toast).
9:30 - 10:00 A.M.	Large motor activity in basement.
10:00 - 10:45 A.M.	Free play in classroom.
10:45 - 11:00 A.M.	Clean-up room.
11:00 - 11:10 A.M.	Group lesson (i.e., verbalization looking at a chart).
11:10 - 11:30 A.M.	Game (i.e., musical chairs), or 11:00 - 11:30 walk to playground.
11:30 - 11:45 A.M.	Stories.
11:45 - 12:00 P.M.	Lunch preparation.
12:00 - 12:30 P.M.	Lunch.
12:30 - 2:30 P.M.	Nap on cots in classroom.
2:30 P.M.	Snack and free play until parents arrive.

THE CASE OF SHERMAN F.

Birthdate: January 22, 1968

Sherman is physically well-developed and about the same height as the other four year olds in the class. He is always in motion and is well coordinated. His facial expression is generally lively with a teasing grin and sparkling eyes. His speech is indistinct.

The teacher remembers Sherman when he came to Head Start in May at age 3. She said that he was then "dependent and has since become very independent and problem solving." She characterizes him as "slightly spoiled" because he is an only child, and as preferring to play with only one child. She says he will defend himself if struck at and though he is generally in motion, she says he does have the self-control to stay at a task and concentrate. She sees him as a happy child.

According to his young and attractive mother, Sherman's early development was "normal" but "slow walking." She thought he started walking at about 1½ years, and that he was talking before that. At home he plays with older children (10-15 year olds). She disciplines him with spankings and warnings and feels he tests for limits always. She thinks he is better behaved in school than at home. She says he enjoys school and has learned songs, ABC's and numbers. He talks to her about the other children and likes to bring work home.

Sherman's concept of self and world.

Sherman is active and aggressive, his expression is happy and his laughter constant. He is curious about how the world works and manipulates both people and materials as he seeks to understand. He gets involved in teasing and romping and often ignores adult intervention. He enthusiastically joins in class activities: songs, games, and lessons. He seem confident of himself and sees the world as his playground.

From the January visit.

> Sherman pours water on his friend's head and some suds on his own. His friend does not react and Sherman pour water on his own forehead. He squints, frowns and pouts, wordlessly he tries to wipe his face with the plastic apron but is unsuddessful. His shirt and face are soaked; since he has on big rubber boots the puddles around the table do not wet his feet. He is laughing and intent upon what he is doing. Except for the wet face grimace, he seems unconcerned about how soaked he and the floor are. When D. squeezes a fish and water streams out and on the floor, Sherman gives a quick half-interested glance and a nonchalant "ooph." This turns into a game with excited, raucous laughter as each taunts the other to squeeze water in all directions. This continues for two minutes. once the aide tells him not to splash but they take no notice of her.

Sherman is wandering and finds a drumstick; he walks past another boy, gets a sparkle in his eye and a teasing smile on his face and taps the boy lightly on the bottom. The second child is threatened and runs away. Sherman drops the stick and goes to the dress-up corner to put on a firechief hat and sit at the table. In a minute the boy reappears and Sherman tries to his him again.

Sherman joins the group of children sitting on a table to sing. He suggests the ABC song which he sings once, straight through from A to Z, before the others join. His pronunciation of many of the letters is indistinct.

The aide is getting the nap cots out. Sherman comes running in the room and immediately jumps up and down, arms extended, on his cot. The aide asks him to stop, he shoots a quick, testing look in her direction and continues jumping for another minute. He has a big grin and sparkly eyes and is oblivious to the aide's plea to lie down.

From the May visit:

Sherman and D. started to race. Sherman said, "I can beat you!" However, D. won the race. Sherman frowned and commented, "You cheat!" At this point the teacher called D. and Sherman over to her. She asked, "What were you doing?" They replied, "We playing." The teacher said, "Don't run in the room." The boys walked away and then started to skip and yelled with each movement, "Skip, skip, skip!" The teacher again called to the boys, saying, "You'll run into each other! Go outside and skip!" Both of them ran toward the door. Then they turned and ran back to me to me to ask me to join them. I went outside with the boys.

Sherman and four other boys were skipping and screaming on the black top. Sherman's shoe fell off. He came over and asked me to tie it He said, "Tie my shoe!" He placed his shoe on his foot and then raised his foot to the front of my chair. I tied the shoe. Then he ran back to play.

<u>How others see and feel about Sherman</u>

Sherman's mother is accepting of him and proud of the way he can hold his own with older boys in the neighborhood. At school his teachers seemed to enjoy him and were patient in assisting him even though he would frequently ignore their directions.

At the water table, Sherman squeezed the plastic bottle. Bubbles came up. Sherman yelled, "Teacher, teacher, look!" The teacher looked and smiled. Sherman put the bottle down and picked up a cup. He made bubbles in the bottom of the cup. He yelled each time, "Teacher, look!" Then he would bring the cup over and tell the teacher, "The bubble popped." The teacher smiled each time.

Sherman appeared to be particularly well liked by those boys with whom he plays active games. He has one special friend, D.

Sherman ran to the monkey bars where four boys were playing. He climbed and jumped. He again asked me to join in. "You jump, too -- it's for man's!" When I hesitated, he yelled, "Look, Mr. Green! Can you do this trick?" I complimented him and continued to observe.

Sherman ran down the slide. He landed all sprawled out. He got up, brushed himself off, and got back into line. Several children went down the slide on their hands and knees - head first. Sherman watched, and then tried it himself. The children started going down the slide with D. D. and Sherman came down the slide with their arms around one another. D. hurt his finger as he landed. He ran over to show the teacher. Sherman looked on.

Developmental Tasks and Style

Sherman has been working primarily on his interpersonal relations with both adults and classmates. He has continued to develop his motor skills which were quite good. Even though he does not always meet the expectations for "proper behavior" in the classroom, he has learned the pupil role of paying attention and participation in lessons. Through the year his speech has improved and he is quite verbal with both adults and playmates.

Sherman sits cross-legged, his attention fixed on the aide reading a story. She asks, "What do you say to your mother when you see it snowing?" Sherman says, "Snow comin' down." The aide asks, "What does she say?" Sherman's eyes twinkle and he gives her a look as if it is a joke, "She don't say nothing." He then stretches out on the floor on his stomach, body relaxed, and listens. When a question is asked he is quick to shout his answer.

The aide is carrying her chair away from the rug. She tells Sherman to let go of it when he grabs it. He unhands the chair but crawls after her, eyes sparkling, catches up with her and gives her a teasing pat. He runs quickly away and throws himself on the rug.

Sherman's style is active and energetic. He is extroverted, unabashed and fearless. When curious about something or someone, he jumps in with both feet and expects to be accepted. He is confident and forward. From the May observation:

After playing with the blocks for several minutes, Sherman ran over to me. He stated, "Look, I'm bleeding." He had a small cut on his finger. Several other boys heard the conversation and joined us. The boys each showed various scars and scratches. When they finished with this activity, they showed me their belts. Then they returned to their play.

As we walked to the playground, the kids yelled, "Mr. Green, Mr. Green!" "I'm going to paint you green!" They smiled and laughed. Sherman looked up at me, grabbed my hand, smiled and said,"I'm going to paint you black!"

While playing on the black top, one of the boys found a dead baby bird. He showed it to several boys. They ran and got the other children. Then, all the children yelled, "A dead bird, a dead bird,

a dead bird!" Sherman picked up a stick and hit the bird like a golf ball. The children squealed. Then they returned to their original activities. Sherman asked, "D., did you see the birds? One was dead and one was alive!" D. answered, "No, they was both dead!" Sherman did not respond.

Adjustment problems and assets

Since Sherman is very uninhibited and the school encourages free expression, he seemed comfortable in the program. He did seem somewhat frustrated in looking for the boundaries when he gets over-excited and no adult intervenes. His indistinct speech was sometimes difficult for adults to understand.

Sherman's personal style seemed to be his greatest asset. His good motor skills, his ability to handle himself with others, and his interest in learning are positive aspects of this child.

How has Head Start helped and what more might have been done?

Sherman has been provided with children his own age, manipulative materials and the freedom to decide his own activities and relations with them. His concept of self seems to be that he is capable and able to meet his interests within the Head Start environment. The world appears a place that gives way under his influence and force.

In order to develop some self-discipline some expectations could be established by the adults. Sherman was often very free-wheeling in jumping off tables, swinging sticks and sloshing water and no one directed him to cease or be more careful. His behavior was frequently impulsive.

THE CASE OF HAROLD

Birthdate: April 24, 1968

Harold, a short and stocky boy, is very active. He is often seen engaged in some kind of activity. His energy output appears boundless:

> The children are painting. Harold has painted on a large piece of paper but begins to smear his paint around the brush. Harold tells one of the boys, "I'm going to beat you," as he painted furiously.
>
> Later, Harold runs into the room while wearing his paint apron. He tumbles on the floor with two boys who are playing with guns. He goes over and gets another piece of paper. With paper in hand he runs into the hall when the children are painting.

Additional evidence of Harold's high energy output is presented in the following anecdote.

> The children are engaged in several activities. Harold is running around the room with four boys. The boys are playing with sticks and plastic guns. Harold is holding a plastic gun and making noises as he runs. He points the gun at the other boys as he runs.

Harold is considered to be strong for his age. Physically, he gives the appearance of being older (he is not yet four years old), however, he is socially more immature than the other children in his group.

Harold has an older sister who attends Head Start and a younger sibling at home. Although both parents work, they have indicated a strong interest in their children's Head Start progress.

Concept of self and world

Harold sees himself as capable of communicating his needs to others with the expectation that those needs can be met.

> Harold pulled the teacher's hand and whispered to her that he had to go to the bathroom. The teacher said, "Oh, Harold, I asked you to go before we left the classroom!" The teacher got the key from the desk, walked to the bathroom and unlocked the door. Several of the boys went into the bathroom with Harold ...

Another example is printed below:

> The children have gone to the library. As the children walked toward the elevator, Harold lost his shoe because his laces were untied. Harold did not notice at first that the shoe had come off his foot. Then he turned and ran back to retrieve the shoe. The teacher said, "Where are you going?" Harold answered, "I lost my shoe!" When Harold got to his shoe, the observer tied the shoelaces. Then he held out the other foot for the observer to tie the laces on that shoe, also. Afterwards, he said nothing. He turned and ran back to the group.

Some of Harold's behaviors appear to be designed to obtain attention. This is understandable considering that Harold is the second of three children under the age of six and that both of his parents work. The amount of parent-child interaction is probably affected by this situation, however, evidence is lacking as to the quality of the parent-child interaction.

How others see Harold

In the teacher's view, Harold is able to express his desires without difficulty, however, his communication with agemates is better than his communication with adults.

Harold is seen as a rather temperamental child. His teacher reports that he "used to pout" a great deal when he did not get his way with adults. However, these episodes are increasingly less frequent and shorter in duration.

> Harold jumps up and down in place and begins to cry when the aide doesn't allow him to write her name. After a few minutes he discontinues this behavior and asks the aide again. She allows him to write with her magic marker which seems to please him.

In the main, the children enjoy the pleasure of Harold's company.

> The teacher asked the children to pair off to walk down the street to the library. Harold had a partner immediately. A boy standing close to Harold grabbed his hand and said, "Harold is my friend." The boys smiled and waited for directions to start the trip to the library.

teractions with agemates provide a source of gratification to Harold and his peers.

> The class was waiting outside the church for the commercial bus to take them to the library. The children were holding hands, yelling, "Hup, two, three, four. Hup, two, three, four!" They smiled and laughed as they yelled. When the bus did not come immediately, some of the children sat on the cement ledge near the church. Others played on the iron fence. Harold and his partner joined the children playing on the fence. Then Harold saw the bus coming. He made a noise like a loud motor. His partner standing nearby ran up to Harold, and hugged and kissed him. Harold and the boy smiled and jumped together. Harold pointed to the bus and said, "Hey man, here come the bus!"

Developmental Tasks

Harold has been learning to conform to the expectations of Head Start. Frequently he does things quite well. However, when he experiences some difficulty he quickly responds to encouragement and support.

> The children are having lunch. Harold says, "Please pass the mustard." When the aide sits down by him he asks, "Aren't you going to put any mustard on it (hot dogs)?" The aide replies, "I don't see any." Harold reaches over another child and hands the aide the mustard. She thanks him. A few minutes later, Harold pours himself milk and it overflows - he stands, leans over and sips out of the cup. He has finished an extra $\frac{1}{2}$ hot dog.

and beginning eating his beans with fork and fingers - fingers pushing the beans onto the fork. He picks up the milk; moves it closer without spilling. then bends over to sip milk out of the full cup. He picks up the cup and finishes the milk. He is the last one to finish at the table. The aide takes his placemat and tray and throws them away (all others have thrown their own away). Harold leans forward and licks some milk off the table and then laughs.

The aide comes over and says, "Here Mr. Harold." She hands him a sponge. He wipes the milk. The aide takes the sponge and wipes off the table. He then puts his chair up and runs off.

At this time Harold is able to dress and undress himself with very little assistance. He is able to recognize his first name in print. He is learning the concept of color with satisfactory progress.

The children are preparing to participate in one activity by "colors." At this announcement Harold comes out from under the table quietly. The first color announced is black. Harold tugs at his shirt so that the aide could see the black stripe on the shirt. She nods her head to him and he runs to get in line.

On another occasion, the child had been sleeping during naptime. Harold awoke and sat on his cot. Later, he went to wash his face and hands. When he returned, he looked very solemn. The aide asked whether he wanted a glass of juice. He shook his head indicating no. She asked whether he felt well. He indicated yes with a shake of the head. The aide asked whether he wanted red or green jello. The aide asked him to tell her the color of the jello. He whispered, "red."

Harold's Style

Harold is usually aggressive and direct. When this approach does not produce the desired results he regroups and uses a more subtle approach. This is evidenced in the following anecdote.

Most of the children in the class were lying on the floor, looking at books. Harold was sitting on a chair looking at a book also. Some of the children were talking about the pictures in their books. Harold yelled loudly, "Shut up!" The children continued to talk. Harold returned to looking at his book. After several minutes, Harold lay down and joined a group of boys who were gazing at a book together. He held his finger to his mouth as if to quiet the boys. The boys paid no attention to him. At this point, Harold joined in the naming of the last several objects in the book. He added, "Look, there's honeycomb." The boys agreed. They finished the last page, closed the book and called the teacher, saying, "We finished."

Adjustment Problems

Harold appears to experience some difficulty in relating to adults. Perhaps this difficulty is due in part to the expectations that the adults hold for him. Many of these expectations are relatively more advanced than the child's

level of development dictates. This may be precipitated by the fact that physically Harold is as large as most of the children in his group.

Assets

Harold is able to utilize his intellectual abilities to good advantage in this situation. The teacher expects that he will do well in Head Start next year. In addition, he is viewed as a source of satisfaction to his agemates. These peer relations are gratifying to him.

How has Head Start helped?

The teacher feels that Head Start has helped Harold in his relationships with other children. He is now able to share some of his toys and play in a rather cooperative fashion.

Head Start has provided an opportunity for Harold to use equipment and material that will prepare him for school. Harold seems to benefit from the intellectual stimulation that Head Start provides.

What more might Head Start do?

The adults need some assistance in evaluating the child's levels of development. With this additional knowledge the expectations of the child's performance will be more consistent with his abilities. In addition, Head Start could encourage more verbalization in the adult-child interaction. This would serve to improve Harold's ability to communicate with adults.

THE CASE OF RUTH S.

Birthdate: June 28, 1967

Ruth was not in attendance at the Head Start Center at the time of the May visit. Center personnel felt that she had not changed much from her level of performance observed in January. Ruth started in the program in September. She lives with both parents. Ruth has a sister, age two, who suffers from atrophy of the muscles. Several aunts (her mother's younger sisters) live in the household. These aunts attend high school and college, helping out as needed. Ruth's father is employed outside the home.

An observer described Ruth:

> Ruth is the largest child in this class and she may be the largest in all three classes. She is tall and heavy. She speaks very clearly and well; there is no mistaking what she says and means. She organizes games with other children and is often quite bossy with them. and she is allowed to behave this way. In fact, the other children seem to look up to her. She does have difficulty in small muscle coordination, though no problems were observed with large movements. Physically she moves in a coordinated manner. However, her lack of fine coordination is the more obvious because she is generally such a capable child in other ways.

Concept of self and world

Ruth is confident and active, she was involved in about eight different kinds of activities, both solitary and with groups of children. Occasionally she asked adults for aid in getting started but only needed a few words of encouragement. The world is interesting to her and she is secure enough to take teasing good naturedly.

> Ruth came into the room and gravitated to the noisy group of boys playing with blocks. She stood beside them watching for about thirty seconds and then asked in a maternal tone "Want some, chillun?" She was offering them the extra pieces of raw potato from her carving which she had put in a little tin play dish. A couple of boys took pieces and put them in their mouths. She left the room about a minute later to do the potato printing.
>
> Ruth shows great patience with the drippy, thin paint. She dips her small potato in the dish and shakes and shakes it to remove the excess. She intently pushes the painted potato onto the paper and repeats the process. After five minutes of concentrated work she pulls off her apron, slings it on the floor and runs back into the room.
>
> Michael and Ruth are in the housekeeping corner stirring the potato bits around in small play pans. She is chatty and motherly with him as if he is her child helping her fix dinner.
>
> Ruth finds a large old purse in the housekeeping corner and begins to pack it with contents. She puts in a comb, brush and kleenex. She is on the fringe of the wild group of boys playing with blocks and yelling

but she is absorbed in her activity and pays no attention to them. When finished she hikes the purse up on her shoulder, tucking it under her arm. She goes off on a stroll around the room with her purse.

While drawing a "farm" on the chalk board with her teacher.

After some experimentation Ruth discovers she can draw rabbits which satisfy her. She draws a big circle around one of them she has drawn and challenges, "Hey, Ms. M., let me see you make one of these I made."

On another occasion she asks help from an aide.

Ruth joins the group of children making feathers and headbands from construction paper. She immediately asks the aide at the table, "Do mine." The aide gets her started, showing her how to fold the paper and cut on the line. She proceeds with competence and interest.

She is ready to tape some of her feathers together and gets the tape from the aide. Reggie tries to pull it away from her and the aide intervenes on Ruth's behalf. She continues tracing feathers and directs the aide to her success, "Look, Ms. T., now." The aide acknowledges her work with a smile.

With the class during exercises.

The class is getting ready to do exercises on the floor. Both children and teachers are taking off shoes and making jokes. The teachers are teasing Ruth about how much she needs exercise and she had better be sure to participate. Ruth takes it good naturedly and sits down on the floor, legs spread. She leans forward, putting her face to the floor. She is one of the few children who do the exercise correctly.

The aide who is built heavy and round like Ruth has difficulty doing the exercises and is joking about it. She is unable to get up from one position and Ruth goes over to help her, laughing. Then she sits up with her arm thrown comfortably around Ms. T.'s neck. Ruth is rolling on the floor in another minute and trying to stand on her head. The next minute she turns onto her stomach, lifts her feet behind her and grabs them at her back. Her body arched, she rocks back and forth. This takes good body control and she has no difficulty with it. She is one of the most agile children in the class despite her weight.

How others see Ruth

Adults at the Center have a positive view of Ruth. The teacher commented:

Ruth has excellent ability to give verbal directions; she also gives explanations for why things happen; she is self-sufficient and is able to solve most of her own problems. She only asks for help after she has tried to do something herself.

Her fine motor coordination is poor; this is bothering Ruth as she sets high standards for herself. She is a happy child and shows creativity in art work. Her prognosis is excellent for school success next year.

An aide remarked:

Ruth knows a lot and likes to learn. She can't cut with scissors like the other children; she has difficutly with manipulation. She has never been a discipline problem. Her only trouble is with David; he can write his name, and the two compete against each other. She is in the upper one fourth of the class in maturity.

The children in the classroom appeared to accept Ruth and enjoy her company.

Ruth is playing with four boys. They are playing jail with C-clamps being used as handcuffs. Ruth has a clamp over one wrist. She is thrown into jail and crawls around on the floor. She flings the clamp away. The boys wander off and she still remains lying on the floor in jail.

On another day:

Ruth settles herself in a chair near a group of playing boys and coaxes a tissue from the mass in her purse. For two minutes she divides her attention between watching them and blowing her nose.

Ruth gets up and brings a broom to the area where the boys are working telling them "No, that's dirty, got to sweep." One of the boys goes to her purse on the chair and tries to take her tissue, twice she says "get off" and he leaves. She pushes the blocks around with her broom for about thirty seconds, gives up and sits back down to blow her nose.

Developmental Tasks and Style

Ruth was working to develop her motor skills although she experienced some difficulty with fine control. She has been successful in developing positive interpersonal relations with both adults and classmates. She spent much time playing out the female role of "the mother." In relation to school activities she has been learning how to behave as a student.

11:05 Teacher sings, "Do you know what time it is?" etc. "Time to clean our room." Ruth goes over to the cut-paste table, puts some scraps in the wastebasket, puts lid on paste jar and carries the jar around.

11:15 Teacher sings, "Do you know what time it is?" etc. Ruth answers singing, "Time to make a circle." The teacher smiles and sings it waving her hand in time to the rhythm.

11:20 Teacher says, "Mrs. (Grandmother Aide) is going to read a story. Ruth runs over and sits down Indian fashion. While the other children mill around, Ruth remains seated and quiet.

11:25 Ruth has remained quiet sitting and watching. She is kneeling and sucking on her fingers. She appears interested in the story and activities though she doesn't offer to get up and participate or ask to put up a fish as many of the other children are doing.

11:35 Ruth leaves the circle for the first time and goes back to the teacher and says, "Let me write my name." The teacher says, "In a minute," then when the story is over the teacher says, "Now everyone go sign the roll so we'll know who is here." Ruth runs over to "sign in" and writes what looks like AAZY.

Ruth's style is confident, unthreatened and calm. She likes to succeed and sticks with an activity until it reaches some kind of completion. Her choices were deliberate and she evidenced interest in the world around her.

Adjustment Problems and Assets

Though Ruth is very round and overweight she is active and seems to participate in all activities. She was secure, also, about playing with the largely all boy class. There were no noticeable difficulties.

Ruth apparently functions very independently at home (answer to teacher's question at story time "I go downstairs and get breakfast on my own") and this carries over to school in her self motivation.

How has Head Start helped and what more might have been done?

Ruth is a resourceful child and finds activities which interest her. The type of structure in this particular program seemed to be a good experience for Ruth. While other children romped and played "chase" or threw blocks, she was able to discover growth promoting activities. She received interest and support from Center personnel in her efforts.

It is possible that Ruth could have benefited from more challenge in the cognitive area. It would also appear that she may be in need of some physical attention in relation to her weight.

THE CASE OF RITA K.

Birthdate: April 17, 1967.

Rita was described as physically well developed, tall and well-proportioned. Her movements were dainty and cautious. She held back from boisterous activity. Her expression was generally serious and she watched adults for clues to their moods before she herself acted. While she was inclined to be passive in group situations, she would take the initiative in some play activities with her special friends.

The teacher has the children sitting on the floor, grouped together and facing her. She asks them to find their name and identify the color of their paper cone on a chart she holds. The children excitedly call out several names and colors at once. Rita sits during the game, open-mouthed and passive. She watches the other children but does not speak up until 3 minutes into the game she cries "Hey! Miss D., where's mine?" in a hurt tone. The group is noisy and the teacher tells them to become quiet and "sit like Big Chief Indian." Rita becomes still immediately, folds her legs, puts her fingers in her mouth and chews her fingernails. When another child touches her knee she pushes her aside, saying, "Your hands are cold." She watches the rest of the game silently chewing her fingers.

Miss D. announced, "Time for musical chairs," and everyone runs off to get a chair and bring it to the rug. Rita continued to sit on the rug chewing her fingers. When asked whether she wanted to play she shook her head, got up and moved to the side of the rug where she stood with her arms folded and stared at the others. She watched the game from the edge.

Rita quietly asked Miss D. if she could play the drum and then sat down to wait for the turn she was promised.

Rita beat the drum which regulates the walking and stopping for musical chairs. Her face was animated but her rhythm was slow and controlled. After two turns they set up the chairs for another game and the teacher suggests to Rita that she play.

She passively joined the game, walked slowly around the chairs and was the first one "out" because she moved more slowly than the others. She moved to the side and sat grinning, body relaxed and hands in lap watching the others finish the game.

Rita tells Sally and Georgia, "Miss D. said to clean up the kitchen." Rita puts her arm around her friend and leads her with her. The three girls begin putting away the housekeeping toys. When the others wander off Rita continues the job alone. She is meticulous about details (i.e. wrapping the cord precisely around the handle of the iron and stacking the dishes in even, straight piles). After about three minutes alone, she goes on a quiet tour of the room again. When she stops, she stares at children intently, her hands resting on the belt of her dress.

Rita lives with her mother and her younger sister aged three. Her mother described as "young, warm, and attractive" was pleased with Rita's progress

since entering Head Start. (January visit). She reported that Rita attempted to teach her sister things she learned at school. Rita also has an older brother, aged nine, who lives with his father. Rita frequently talks with this brother on the phone.

Rita's mother reported her development to be normal with no apparent health problems. Rita's teacher saw no health problems, but expressed some concern over Rita behaving as though she were "tired" on many days.

Rita's concept of self and world.

Rita seemed to view her world of the classroom cautiously and watchfully. She appeared to have little confidence in her ability to interact with more than a single individual at a time. This was especially apparent in her interaction with classmates. She seemed confident and attempted to lead when the situation called for "lady-like" roles such as housekeeping, clean-up and telling others of teacher expectations. Rough and tumble activity was not for Rita. Even on occasions when she was on the threshold of "having fun" she would catch herself and terminate the activity.

> After the story Rita sits on the rug and Fred, who is rolling around her, stops and takes a swipe at her back, playfully. She swipes back in the same spirit and pursues him with a short laugh. They both throw themselves on the floor and tangle their feet together, laughing and teasing, their eyes meeting in merriment. As Fred attempts to prolong this game, Rita moves off to the side and stands alone toying with the belt on her dress. The "Grandmother Aid" organizes a singing game which Rita joins after three minutes. When "Wheels on the Bus" is suggested she sings it alone, half-heartedly, part way through she stops and sits watching some other children who are across the room twirling.

Rita sees adults in a different fashion, although her behavior still had the flavor of one-to-one exclusiveness. While Rita was quick to follow her teacher's directions, she enjoyed "verbal joking" with Miss. D. Other adults were seen as a source of pleasure and her behavior seemed to indicate that she expected them to meet her needs.

> A teenage girl comes into the rug area to read the children a story. Rita moves close to her and sits cross-legged, chewing on a small bead and her fingers and listening intently. When the story and discussion are finished (about 5 minutes) Rita speaks up, "Read it again." She moves closer to the girl, rubs and picks her nose absently and waits passively for the story to begin again and the movement of the other children around her to quiet.

> Occasionally, Rita was very demanding of Center personnel:

> Rita sits with the others for a snack. They help themselves to juice first and the pitcher is empty when she grabs it. She addresses a very angry and aggressive command to the aid across the room, "I want some juice, girl." Her wish is granted immediately and she sits eating her crackers and drinking her juice until her mother comes.

Of the activities available, Rita exhibited most pleasure and confidence where verbal skills were involved. (Listening to stories, discussing picture charts). She also would become involved with solitary activities such as drawing, printing and block building.

How others view Rita

Miss D., her teacher, saw Rita as "a mature child with good conversational skills. She is sometimes 'bossy' with the other children. Rita seems to be somewhat of a "loner with the others." However, in terms of adult expectations for the following of routines, Rita was "no problem."

Most classmates "pay little attention to Rita." Even those "special friends" with whom she initiated activities tended to leave her to herself after relatively short periods of time.

Developmental Tasks

While Rita has had some difficulty in establishing herself in group interactions she has made progress with other tasks. She has been developing her motor skills:

> Rita is painting at the easel. Her first picture is of indistinguishable colors running together. Her second has two figures, each with a large round head, round vacant eyes but no nose or mouth. Arms and legs are sticks. She gives her whole attention to her painting, and two or three times stands back to look at it...
>
> Rita pushes a wooden wagon. She smiles and calls to Georgia. She chases Georgia, smiling...
>
> Rita has continued to build with the blocks in the corner while others play around her...

She has established interpersonal relations with adults outside her family and has learned the expectations for student behavior in the classroom:

> Rita has gone with the teacher to get the water. She came back carrying the cups with a big smile. She immediately sat on the rug, crossed her legs and waited for her cup of water.
>
> Rita and Georgia come over to me (observer). Rita pats my shoulder and points to their building in the play area. I compliment them and they both smile...

How has Head Start helped?

Head Start has provided a facility where Rita could work on her developmental tasks. The nature of the program required that Rita initiate the behavior that would result in success. In some areas Rita was able to do this. However, her cautious, reticent style has probably stood in the way of her making the most of these opportunities. Her teacher and other personnel have given her support and acceptance which has been helpful. One is left with the impression that she could have benefitted from more encouragement in risk-taking and group involvement.

APPENDIX

Sample Case Record Data

The Case of

Date of Observation: February 22, 1972

Place of Observation:

Description of Community - ... is a resort community situated in on the Gulf of Mexico. Most of the parents of Head Start children are employed by the military bases located in that area or by the resort hotels and motels.

Description of the Program - Three Head Start classes are held in the Child Development Center, which is next door to the Community Center. The Child Development Center is an old, one-story, frame building. Each classroom has one teacher and one aide. There are seventeen children in each of the classrooms where the observations were made and there are nineteen children in the third classroom. The Child Development Center has a kitchen and a cook.

The three classrooms have their own entrances. All of the rooms have a great deal of light from the three windows on one side of the room and a window near the door. The floors are carpeted with worn blue and green dotted rugs. One wall has hooks for coats. Red and blue plastic mats are piled in a corner for resting time. Three shelves hold all the toys and books. There are two tables, one clock, and a separate bathroom. The bulletin board has all of the childrens' names and their symbols.

The outdoors playground has a fenced in sandy plot with three tires, four large sections of pipe, and a slide. The remainder of the playground, outside the fence, has tall pine trees, four see-saws, a swing set, and a black-top with bleechers.

Low income housing is across the street from the Center.

Description of the Classroom Schedule

The classroom schedule is as follows:

8:00--9:00	Breakfast & Brushing Teeth
9:00--9:15	Planning Time
9:15--9:45	Work Time
9:45--10:00	Cleaning and Evaluation
10:00--10:15	Group Time
10:15--10:45	Activity Time
10:45--11:00	Preparation for Lunch
11:00--12:00	Lunch Time
12:00--12:15	Break
12:15--12:45	Circle Time
12:45--2:00	Nap, Snack, Dismissal

Cumulative Record Information on - was born on March 24, 1967 in . He weighed 4 lbs. and 12 oz. has an older sister, age six, who takes care of him while their mother works, and an older brother age five. is four years old. His mother is employed as a dishwasher, with an annual income of $3,620. The family is on welfare. 's father does not live with the family. 's mother is 22 years of age and completed the eleventh grade.

is reported to have "an average developmental history." He is average in height, but above average in weight.

Telephone Interview with 's Mother - Reggie's mother reported the following information: walked and talked at the age of one year. However, his speech was not plain until the age of 18 months. was toilet trained at 10 months. He was a pre-mature baby -- a seven month baby. He had to stay in the hospital a week after birth. At the present, has no physical diseases or disabilities. He is in good health. He sleeps eight hours a day. "Sometimes he eats alot; sometimes, he don't."

gets along well his brother and sister "sometimes". He has lots of friends in the neighborhood. He prefers to play with children older than he is. is good about sharing. Whenever is spanked, "it makes him mad. Sometimes he cries and sticks his mouth out."

's favorite toys are football and special coloring books. He likes cowboy pictures and Daniel Boone on television. He sees his grandmother often.

loves Head Start. "He loves to try to write. He tries to tell his sister how to do school work. There has been a big change in since he started Head Start, but it's hard to explain." "As for the future, should finish school and maybe go to college. He can decide his own work."

"Right now is like a little Teddy Bear -- loveable."

Teacher Perception of - The teacher reported that at first she could not understand half of what said. However, now his speech is much better. When he just started Head Start, his feelings were hurt easily. With time, he adjusted and learned to share. He always plays with trucks and cars in the Block Corner. knows most of his foods. He keeps up with the group and gets along well with everyone now. likes alot of praise. 's mother works, but "her house is clean and everything is in place."

Anecdotes

The teacher asked, "Where would you like to work today? answered, "In block corner!" He moved to the block corner with four boys and one girl. First played with a red fire truck. Then he put on a fireman's hat and a pair of sunglasses. One of the lenses fell out of the glasses so he removed them. For several minutes, tried to fit the lense back in the frame. He finally succeeded, and put the glasses back on. Next put on a man's red vest. He removed the glasses and put them in a pocket. Again he put the glasses on and removed them.

started to play with a truck. He stopped and took off the fireman's hat and vest. He sat on the rug and picked his nose.

crawled over to where a boy was building a road with blocks. crawled on top of the blocks. The boy yelled, "Get off that! got off. He found a truck and put unused blocks into it. pushed the truck and made "truck-like"sounds.

At one point, sneaked a couple of blocks into his truck. The boy saw him, grabbed from behind and said, "Hey, man! Give me those!" gave up the block and started to push his truck again.

During all of these activities, played alone.

The teacher asked the children to clean up at clean-up time. All of the children except placed their toys on the shelves. Finally placed his truck on the shelf. Then he walked over to a visitor who was writing. said, "My momma knows how to write! I'm going to learn how to write, too!" At this point, turned and ran off to wash his hands.

returned to the visitor. He touched his pants and asked, "What's in your pocket?" The visitor answered, "Money and keys!" felt the pocket and smiled.

The teacher held a hot-potatoe timer. She asked the children where they had been when they were playing. The children were expected to respond before the timer rang. The teacher wound the timer. grabbed it and said, "I was over there and over there and over there!" The bell on the timer rang. passed the timer to another child.

The children were putting their coats on to go outside to play. put on his coat. His collar was half up and half down. did not notice. The teacher asked, "Who's going to take care of me outside?" and all the other children yelled, "I will! I will! I will!" Then they all went outside.

On the playground, ran over to the teacher and said, "I climbed all the way to the top of the pole and flyed down!" She answered, "Let me

see you fly!" flapped his arms and ran back to the pole.

As climbed the pole, two boys and two girls watched. When he reached the top of the pole, they threw pine cones at him. slid down the pole.

walked up to the visitor and asked, "Are you my buddy?" The visitor replied, "Yes." questioned, "Do you have a car?" Before the visitor could respond, a boy standing next to was hit on the head by a paper cup which a third boy had thrown. and the boy who was hit chased the third boy and hit him back. Afterwards, they yelled, "Teacher, R hit me!" The teacher put her hand on R 's shoulder.

As the teacher was telling the children that her son had written her a letter, she said, "And Ch had a message for you children. He said for you to be good!" answered, "I'm good!" The others said, "I'm good too!" The teacher said her son attended a big school. replied, "I'm going to go to a big fat school!"

At lunch, the teacher asked to please eat some of his stew meat. put some in his mouth and wrinkled up his face. He chewed and swallowed. Cl , seated next to announced, "I'm going to get another Mama!" said, "I'm going to get another mama too! I'm going to live in two houses!" The children then went back to eating.

stared at himself in a mirror. He said, "Hi, hi, hi!" Then he giggled. He walked over to the visitor, and patted his hand. Next he walked over to the girls' table. He looked, but said nothing. Suddenly he turned and pretended to shoot another boy with his finger. walked over to the place where the garbage was piled. He said to himself, "If you eat that you'll get fat!"

At this point the teacher called the children to circle time. joined the group.

Cl and were playing horse and rider. was the horse. He pretended to buck and Cl fell off.

When the teacher asked, "Who's going to help with the dust pan as I seep?" sweep?" The boys gave up their playing and went over to help the teacher. Both boys got dust pans and held them for the teacher. The teacher swept.

As the boys talked about girl friends, said, "I got no girl friend!" The boys continued to talk.

During rest period, the children lay on the floor wiggling and squirming. was the last to lie down. He situated himself next to the teacher. The teacher, noticing 's shoe laces were undone, tied them for him. After this, pulled up his knee socks, and carefully rolled them down to his ankles.

entered the bathroom and stayed for about five minutes. He came out flinging his arms. He said nothing. sat down and looked around as the teacher asked each child, "What did you do today at school?"

ran his finger over his tongue. He stared into the distance. Finally he lay on his stomach and crawled over toward the door. He picked up the broom and swept slowly.

helped the teacher put the mats on the floor for rest period. The other children continued to play.

Finally everyone was resting. and another boy found a piece of felt and tugged with it for a while. Next began to unscrew the hooks from the bulletin board. stopped, turned, leaned on his pillow and quietly talked to R .

The driver came to fetch . got up and put his mat away slowly. Then got his coat. The teacher held it as he put it on. left with the driver. No "Good-byes" were exchanged.

May 31, 1972

Re:

9:40

Today is the second day of practice for graduation. The children are gathered in the auditorium and the participants from Room 1 are on stage. A lively record is being played.

. dressed in white shorts, red shirt and sandals, is sitting with his group. Many of the children in his group are moving their bodies in time to the music. . sits, observes the performers and swings his feet. The boy sitting next to touched him on the arm and demonstrated a hand movement. looked at the boy, smiled and turned to watch the children on stage.

When 's group arrived on stage, the teacher assisted the children in finding their "places." , standing in place, points a finger at the children in Group 1 and gives them a big grin.

In the execution of one of the numbers the children were commanded, in song, to perform many body movements-winking the eyes, jumping, raising and lowering the arms, etc. Frequently, would be one of the last children to perform the commands.

9:55

is again sitting in the audience observing the children on stage. He begins to fidget with his chair. He moves the chair forward and brings it back to his group. He looks at his teacher, smiles, and watches the children on stage.

10:00

Although one group was performing on stage when the record requested that "everybody dance," and three of the boys in his group jumped up and danced. When the number was completed the boys returned to their chairs. The teacher told all the children that they could dance during the next number. When the record was palyed, most of the children danced, however, chased a boy around the auditorium.

10:10

As the children returned to the classroom, held the gate open for them. He seemed to enjoy doing this although it had not been requested.

10:14

The children have returned to the classroom. ran to Room 3, looked around and announced, "No one is in that room." He smiled and fell down. Mrs. said, " . you must come back so that we can get ready to go outside." returned to the room at once and, without comment, ran to get in line.

May 31, 1972

10:30

The children are outside.

R. and another boy were fighting. came over and told them to stop. They didn't. Looking at R he added, "R , you had better not hit me." R. ignored him. walked away and sat alone on the Jungle Jim.

10:45

and several boys were playing in the barrels. R interrupted the play by starting a fight with one of the boys. , seeing the fight, ran to the teacher and announced that R had started a fight. The teacher gently removed R from the area and sang to him. and the boys returned to the barrels.

10:55

and the boys are playing a new game. is the patient and has been placed on a stretcher. Two of the boys are stretcher-bearers. The object of the game is to carry the patient on the stretcher through the barrels. When this occurs, stands, smiles and strikes his chest with both fists.

Lunch 11:15-12:00

In preparation for lunch, washed his hands. He then joined the children who were marching in the circle while the tables were being set.

When lunch was served, began eating without hesitation. Although he ate slowly, his lunch consisted of mashed potatoes, lima beans, rolls, two servings of meatballs, three pieces of cake and a carton of milk.

During lunch, did not engage in much conversation. He responded to direct questions and requests. In the main, he used his fork for eating, however, on several occasions he used his fingers. Frequently, he was observed forcing large amounts of food into his mouth - sometimes spilling some of the food but never indicating any concern about the spillage.

12:25 Circle Time

During circle time placed his head on Mrs. lap while the children sang and clapped their hands. After a few minutes he sat up, smiled at Mrs. who was smiling at him, and joined the other children in song. He apparently was a little sluggish.

12:35

During circle time, and several children were lying on the floor. was lying motionless. Mrs. Pruitt asked the children to stand. remained on the floor. He was asleep.

May 31, 1972

Recurring:

1. Is the last child to perform commands.
2. Engages in cooperative play.
3. Complies to teacher's requests.
4. Sleeps during naptime.

Additional Observations:

(1) Does not tie shoes.
(2) Attention span short.
(3) Mother is very active in Head Start.

May 12 visit (. . .) 1.

9:15 The children are sitting in metal folding chairs in the auditorium. They are watching another class, on stage, practice their songs for "graduation." . . pulled his chair forward and propped his hands on the back of his friend's chairs. Occasionally he put his hands on their necks or stroked their hair. He was involved in the music and would often move in imitation of the performers.

9:35 . moved to another chair and pulled it to the front row. When a girl tried to hold it back he pulled harder against her and out did her. He then tried to get the attention of the rest of the class by covering his ears dramatically during some parts of the songs and turning around looking for reactions.

9:40 . class went on stage. He was active and restless while waiting for them to begin their songs. He pretended to shoot a rifle at the audience and other children; he yawned several times; and he danced in place. The teacher raised a big smile in the direction of the audience when she suggested "your mommy will be out there watching you, can you see your mommy?"

9:45 . and class followed the record directing "put your hand in the air/ on your nose, etc." he was involved in the activities but did not know the words to be sung during that part.

10:00 The class was supposed to again sit in chairs but . and three others are off to the side climbing on a big table. The teacher ordered them to "get down." made a motion as if he would but when she turned away, he stayed. When she came a second time and said "sit down" they slid off and ran to a drinking fountain. She made them come away and form a line saying, "you have to do what I say."

10:20 On the playground. . is very frustrated because he has missed the ball twice. He runs after the child holding it and hollars "gimme" and cries peevishly "you're not playn' right." He goes to the fence on the side and whimpers and pouts for about a minute and then begins actively jumping, climbing, running and talking with the others. His play is interspersed with withdrawal to the sidelines and whimpering when he loses his turn with the ball.

10:25 The teacher intervenes when . is running after R. and crying "gimme that ball." runs away with the ball, fussing and threatened. Someone throws a stone and hits him in the back. He cries and hollars again until the teacher intervenes. When he gets the ball, he sits at the side holding it.

10:40 goes down the slide, possessively holding a plastic riding car. He both wants to slide and ride the car but found that he could not combine them and will not put the car to one side for fear that another child will take it.

10:45 stays on the edge of a group of girls who are sharing a package of ketchup that one of them found. He takes a finger full to eat but does not get involved with a pile in the bottom of his palm as each of the others do.

10;48 swings on the fence, climbs up and over the fence with agility and goes over to climb the monkey bars. He hangs over the top on his stomach and squints down on those below. He is sure of his ability and appears relaxed and at ease.

10:55 The children are inside and the whole class is listening to records. On the one questioning "what is your name?" shouts "Tarzan." The t. says "I don't want to hear that, your name is " and he stops the Tarzan-calling immediately. About thirty seconds later he goes and looks at himself in the mirror. Shortly he returns to the rug, lays on his stomach with 5 boys to talk about and look at a plastic railroad engine.

11:00 Rest time on the rug. When someone kicks . he becomes threatening and glares at the child saying through clenched teeth "boy, you..." It is over quickly as the other child turns away rather than fight or threaten back. then lies quietly, he is watchful of a fighting group but stays clear of the boys.

11:15 . and I are sitting at the same table waiting for lunch. We are talking about cakes and I ask him what the poster near his chair says, he shouts "Birthday!" Everyone turns their attention on him (eight children at table) and he looks embarrassed and starts whispering to the boy next to him to get out of the limelight. When I smile at him, he returns the smile but looks slightly embarrassed. He then sits quietly playing with his fork and spoon, avoiding everyone's gaze.

11:20 . eats quietly and intently, when his maccaroni & cheese is gone and the main dish is empty he declares, "I'm going over and get some more." He competes aggressively for second helpings saying "move that fork, girl." He stabs at the plate defensively with his fork until some extra is found.

11:50 After lunch, while cleaning up, I saw that the floor was covered with macaroni & cheese and the extra pear he had demanded was wrapped in his napkin at .'s place.

11:55 lays on his stomach on the "quiet time" rug. He and six boys are absorbed in a magazine.

12:05 has been quiet with the group of boys for 15 minutes. He now chooses a catalogue and sits studying it intently. He is alone.

12:15 I am reading to the children as the teacher went for a phone call and her aid was not in school today. . sits next to me and is interested.

12:30 The curriculum adviser is with our group and we are singing with the children. is leaning against me and falls asleep. The C.A. picks him up and lays him on a mat in a far corner of the room.

12:40 wakes up when the other children start putting out mats to prepare for naps. He talks quietly with a child lying near him.

12:55 is stretched out on his stomach asleep.

1:45 's Grandmother arrives for him, the teacher wakes him roughly, shaking him and repeating "time to go." staggers out still partly asleep.

Recurring Behaviours

1. Joining with 2 or 3 other boys to do another activity on the sidelines other than the main one the class is doing.

2. Getting frustrated when another child takes something from him and fussing and crying on the sidelines.

3. Crying when he loses something until the teacher finally intervenes on his behalf.

4. Threatening other children physically (ie, with fist or fork) and verbally when he feels angry or hurt.

5. Laying quietly during rest times on the rug; falling asleep during story and during nap time.

6. Embarassed by attention (when several children focused on him; when I focused on him).

7. Possessive of things (toys) and food.

1. Concept of self/ concept of the world?

has a sense of what he wants and what he doesn't like from other children. He is possessive and seeks after things and food and seems to depend heavily on both to make him feel good. They are of great importance to fill his needs because he goes into crying, demanding tantrums if he loses them or is denied. Otherwise he appears quiet relaxed and is able to rest during the frequent "quiet time on the rug" that the teacher uses as transition between activities (ie. about 6 times).

picture of "Me in Head Start" (see tracing from workbook) reveals a very incomplete body image (head with two limbs) surrounded by circles and scribbles. It is a self-centered view but shows an incomplete self in the representation.

2. How do teachers and classmates feel about the child?

The teachers seem to let go his own way but will intervene to get him the desired toy when his cries and tantrums become too overbearing. When he does something to disobey he is following other boys leads and will respond to the teacher's demands. They do not seem to view him as a threat or problem in spite of his occasional, unattractive whinning fits over a lost toy.

relates well to small groups of children or one other child. For example, he ate ketchup with the girls on the playground and sat for 15 minutes with a group of boys looking at catalogues. Both were intimate, sharing groups and he was comfortable and included. Because he gets so mad other child enjoy teasing him (ie. taking away ball on playground) but they do not seem to do it out of dislike.

3. Developmental tasks child is working on?

In social relations is still learning to distinguish which situations and people to trust. He is easily upset and threatened by loosing a possession and practices a lot of holding onto things.

He does not like being singled out and given direct, individual attention but seems to find security in staying with small groups of children or another child, suggesting that he is working on the development of his own connection with others vs. his own autonomy.

4. Child's style in developmental tasks?

risks himself with other children. He joins groups that are already in formation, he asks other children to join him and he throws his toy or ball fearing, yet knowing, that it may be taken from him. He seems to be looking for appropriate ways to play with other children and is doubly crushed by disappointmen t when he is taken advantage of.

, Cont.

5. What adjustment problems make it difficult to accomplish tasks or meet program demands?

squeezes his face into tight squints (maybe he has trouble seeing?) often and looks as if he is about to cry. The other children sometimes seem to interpret this as vulnerability and a sign to tease him. Because he is not able to distinguish between good-natured and mean teasing, often escalates these situations to the point where he becomes really hurt (stone throw at his back) or unhappy (withdrawing to side of playground to sob). His emotions are close to the surface and he shares them openly. For this reason he is sometimes at odds with others.

6. Child's assests in terms of experience, background, personal relationships, interests, aptitudes, skills?

is settled when it comes to quiet, school-type activities. He is interested in books (ie. lying by himself or with group for long periods of time on the rug with books; listening intently to story being read). I would guess that this comes out of some experiencial background and (though we did not observe a work period) connects him with the planned activities of the program.

7. What has Head Start done to help child with tasks and self concept?

Head Start provides a social atmosphere and a teacher who will help him cope when peer interaction is too much for him. He is allowed to built his abilities slowly, interacting with others or withdrawing when it is too threatening. In the cognitive area he probably enjoys a degree of success from the materials.

8. What more could be done to help child with developmental tasks and self/world concept?

Instead of letting get to the humiliating point of tears and tantrums, the teachers could intervene sooner by teaching sharing. He would be more secure in himself and less dependent on external props if he were given more signs of his worth and value to others. Very little in the way of affection (physical or verbal) is shown him and he seems to be seeking it. In the lunch conversation I had with him about birthdays, I smiled and acted warmly toward him and he responded with warmth at first and then became embarassed. I think he wants more of this kind of attention but cannot ask for it.